



# **Birchwood Avenue Primary School**

## **Strategic Plan 2023-2026**

### **Strategy Review**

This strategic plan was agreed by the Full Governing Board on 23/05/2023.  
It is due for review in June 2024.

# **Strategic Plan 2023-2026**

## **Birchwood Avenue Primary School**

### **Foreword**

We are pleased to present our strategic plan for Birchwood Avenue Primary School. Our intention in developing the plan is to set out and communicate our ethos, vision, values and long-term direction for the school, so that it is clear where we are going and what we are trying to achieve.

We are proud of the school's achievements and values and look forward to continuing with the excellent progress made in recent years to make this a truly outstanding school.

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## **1. Plan Development and Review**

### **1.1. What and who?**

This plan is a three-year, high-level plan of strategic intent. It sets out the school's ethos, vision, values and long-term strategic priorities. It is aimed at our whole-school community; children, parents, carers, staff, governors and our wider Birchwood community.

The strategic plan is complemented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of 1-2 years. The SDP is developed by the Senior Leadership Team (SLT) and sets out, in operational terms, how the long-term strategy of the school is to be achieved. The key priorities in the SDP are linked to the strategic priorities outlined in this document.

### **1.2. How we developed the plan**

The plan was developed by the governing board through discussion with the school's senior leadership team, following consultation with staff, parents and pupils. This included parent and staff surveys, pupil voice and meetings with the SLT. It is also informed by the school self-evaluation and incorporates the school's response to the recommendations made in its last Ofsted inspection report.

### **1.3. Review of plan**

The plan will be reviewed annually at the first meeting of the full governing board of the school year, whilst maintaining a long-term perspective extending over the 3-year period.

## **2. School Context**

### **2.1. Brief description and history**

Birchwood Avenue Primary School is a local Community School formed in 1999 from an amalgamation of Gascoyne Cecil Junior School and Salisbury Infants, originally called Cranborne Infants, serving families in the Birchwood area of Hatfield.

A single-form entry school, except for our 2017 intake (now yr5) that has two forms, Birchwood Avenue has approximately 220 children on roll. Around 23% of pupils have

special educational needs and/or disabilities, which is above the national average. The proportion of pupils eligible for Pupil Premium is around a third, again above the national/local average.

## **2.2. Community**

The local community is diverse, with a mix of nationalities and economic groups. Pupils are from a range of different ethnic backgrounds, with 38% of pupils speak English as an additional language. The number of pupil premium children attending the school is above the national average, as is the number of SEND and EAL children.

## **2.3. Ofsted rating**

In the inspection of January 2017, Ofsted found the school's Safeguarding to be effective and the school overall was rated Good.

They concluded that leaders and those responsible for governance should ensure that:

- they build on their good work to support boys, so that boys' progress is accelerated
- they continue to improve the attendance of pupils.

# **3. Ethos, Values and Vision**

## **3.1. Our Ethos**

*"Educating Hearts and Minds"*

We aim to encapsulate our ethos of 'Educating Hearts and Minds' in all that we do, to create pupils who are happy, work collaboratively and are well supported to reach their full potential.

## **3.2. Our Values**

Life at Birchwood Avenue is based around the three principles of the Birchwood Triangle:

- Kindness
- Respect
- Hard work

We also believe in equipping children for life-long learning and the 'Birchwood Avenue Superpowers' are central to this. These develop a set of transferable skills and values that pupils apply both in and out of their learning journey. Our 'Superpowers' are:

- Empathy
- Resilience
- Collaboration
- Reflection
- Curiosity

- Resourceful

Over time, these values support pupils in becoming confident learners and, most importantly, equip them with the necessary skills to be lifelong learners.

### 3.3. Our Vision

At Birchwood Avenue we aspire to provide a whole-child education through supportive, high-quality teaching, pastoral care and diverse experiences. We aim to create a community where everyone feels welcome, respected and believes they can achieve. Our ambition is that everything we do nurtures a love of learning that will equip our children for their futures.

## 4. Strategic Priorities

### A. To Purposefully Provide Opportunities for All to Achieve

- **Curriculum:** Cultivate a broad and diverse curriculum that engages, excites and encourages a love of learning; ensuring all children have the provision they need to be successful.
- **Inclusion and Diversity:** Create a learning environment that welcomes pupils from diverse backgrounds, where everyone feels represented and that they belong.
- **Expectations:** The team around every child has high ambitions for that child's progress and has the skill and understanding to get them there.
- **Extra-Curricular experiences:** Opportunities that are engaging, diverse and challenging and that support all aspects of our children's learning, including their physical and emotional wellbeing.
- **Outcomes:** For every child to have access to consistently high-quality teaching and learning across the curriculum that meets their needs, to ensure children achieve and progress.

### B. To Nurture Responsible Birchwood Citizens

- **Attendance:** Ensure that children and families understand the importance and impact of attendance and continue to find ways to support improvement.
- **Pupil Behaviour and Attitudes:** Create a foundation of shared behaviours and superpowers to equip pupils to be successful learners and positive members of the community
- **Anti-Bullying:** Maintain a safe environment for all, where bullying is not merely absent, but pupils actively respect each other for who they are and celebrate differences.

## C. To Sustain and Develop Wide Community Engagement

- **Links with the Wider Community:** Continue to identify and develop strong relationships with local organisations to provide enriching activities to optimise the curriculum and educational outcomes for all our children.
- **Admissions and Transition:** Reinforce strong partnerships with local nursery and secondary schools to increase admissions and further improve the transition experience for pupils.
- **Reputation:** Foster a positive reputation within the local community; being good neighbours, and working in partnership with Birchwood Trust, local volunteers, families, and residents.

## D. To Strengthen Effective Leadership and Governance

- **Safeguarding:** Continue to reinforce a strong culture of safeguarding throughout the school where all staff take responsibility for safeguarding.
- **MAT Readiness:** SLT and Governors to work together to assess if the future potential for joining a MAT is the right fit for our school, bearing in mind government direction and timescales.
- **Finance:** Manage the budget to make the most effective use of limited resources.
- **Staff Recruitment and Retention:** Provide an environment that invites and encourages staff from diverse backgrounds and where staff feel valued for their skills and expertise.
- **Staff Wellbeing:** Develop a safe setting that allows staff to work in a compassionate, collaborative environment with access to wellbeing support.
- **Staff Training and Development:** Ensure opportunities are provided to help motivate and develop all staff. Create a culture of constant professional development where learning is promoted for everyone.

## 5. Implementation and Monitoring

### 5.1. Implementation of the plan

The strategic plan sets out strategic priorities and gives the long-term direction for the school.

Each year, a School Development Plan (SDP), developed by the Senior Leadership Team, describes the steps they are taking to make this plan a reality, by outlining the implementation of short to medium term goals.

## **5.2. Monitoring**

The annual School Development Plans are scrutinised and approved by the Full Governing Board at the start of each academic year. The board ensures that the focus of the SDP is in harmony with the long-term aims set out in this document.

The board has access to a 'living version' of the SDP to track progress being made throughout the year. Governors are assigned Link roles and frequently visit the school in this capacity to "see for themselves" how the plans are being implemented.

Reports from each Link visit are shared with the board and discussed at Full Governing Board meetings. The Governing Board also receives reports from the Herts Improvement Partner assigned to the school, who works with the SLT to monitor and assess the impact of the SDP.