

Academy Development Plan St Barnabas CE First & Middle School 2025-2026

'Let all that you do be done in love' – 1 Corinthians Ch.16 vs.14



Context

- **DfE Vision** - Provide world class education and care that allows every child and young person to reach his or her potential, regardless of background.
- **Church of England** – Deeply Christian, Serving the Common Good
- **Diocese of Worcester Multi Academy Trust** - To Love, To learn, To serve

St Barnabas vision for Education

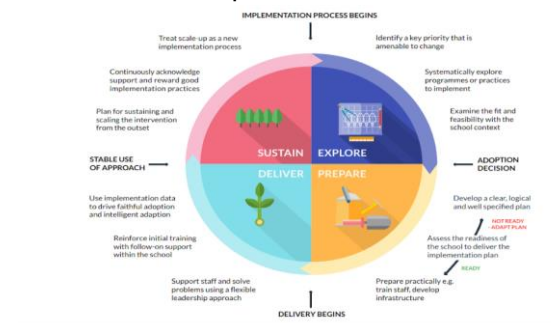
We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. **‘Let all that you do be done in love’** encourages us to have a lifelong love of learning so we flourish as human beings.

Strategic Plan

In conjunction with DOWMAT the LAB Strategic plan sets out the actions for the Governors to deliver in their key role of setting the strategic direction of the School, and monitoring achievements against the objective of continuous improvement. This is separated into annual implementation plans to show how improvements will be implemented and sustained. Effective school improvement takes three to five years (NFER) and as such the implementation plans follow a cycle of implementation; Explore, Prepare, Deliver, Sustain.

School Development Plan

At anytime, St Barnabas school is implementing a range of improvement plans. Some will be in ‘explore’ phase, some ‘delivery’ phase and some will be in ‘sustain’ phase to ensure that the process of implementation is successful this will take more than 1 year at a time. To that end the SDP of St Barnabas is a rolling three year plan. [Putting Evidence to Work - A School’s Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\).](#)



Key Priorities 2022-2025			
2022-3	Reading – Consistency in teaching and learning of reading skills.	Effectively teaching Modelling (I do) as part of the learning process.	Curriculum Leadership – Effective quality assurance to enable leaders to articulate & lead progress in their subject.
2023-4	Develop the use of curriculum Assessments in Foundation Subjects.	Writing – integration of GPS skills into extended writing across the curriculum.	Ensure adaptive teaching meets the needs of all children. SEND Provision
2024-5	EYFS (Ofsted Area) – To ensure each Curriculum subject area breaks down learning into progressive small manageable steps from Pre-School leading to Year 1.	Pastoral Provision – To embed a graduated approach to pastoral care, which is contributed to by all staff, with measurable progress and impact measures.	Stretch & Challenge

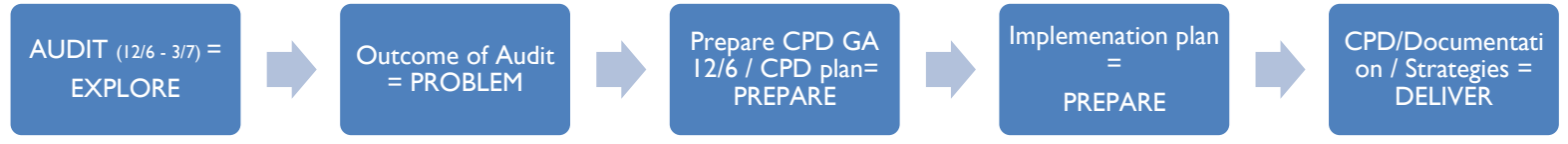
Statement of Actions for SDP 2025-6

1. Quality of Education	2. Behaviour and Attitudes	3. Personal Development	4. Leadership and Management	5. Effectiveness of Early Years Provision : Quality and Standards																
<p>Writing – ensure strategies in place to support non SEND below EXS children in writing.</p> <table border="1" data-bbox="114 416 586 770"> <thead> <tr> <th>Summer Data</th> <th>Below EXS NOT SEND</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>3 children – 15%</td> </tr> <tr> <td>Y6</td> <td>4 children – 19%</td> </tr> <tr> <td>Y5</td> <td>2 children – 10.5%</td> </tr> <tr> <td>Y4</td> <td>0 children</td> </tr> <tr> <td>Y3</td> <td>2 children – 8%</td> </tr> <tr> <td>Y2</td> <td>1 child – 11%</td> </tr> <tr> <td>Y1</td> <td>2 children – 11.2%</td> </tr> </tbody> </table> <p>Reading – parental engagement</p>	Summer Data	Below EXS NOT SEND	Y7	3 children – 15%	Y6	4 children – 19%	Y5	2 children – 10.5%	Y4	0 children	Y3	2 children – 8%	Y2	1 child – 11%	Y1	2 children – 11.2%	<p>Maintain</p>	<p>Pastoral Provision – To embed a graduated approach to pastoral care, which is contributed to by all staff, with measurable progress and impact measures.</p> <p>Key Issue 2025-6 Climate Change – Let’s Go Zero – Sustainability Update PSHE curriculum</p>	<p>SEND - strategic plan for SEND in place rigorously monitored and evaluated.</p> <p>Key Issue 2025-6 Embedding improvements from 3 years of development – subject leadership to ensure consistency and drive.</p> <p>Key Issue 2025-6 Challenge – DOWMAT SEND Challenge</p>	<p>Maintain</p> <p>Moderate Baseline to ensure judgements are consistent.</p> <p>EYFS (Ofsted Area) – To ensure each Curriculum subject area breaks down learning into progressive small manageable steps from Pre-School leading to Year 1.</p>
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Key Priority 1: To successfully adapt, design or develop the curriculum to be ambitious and meet the needs of all learners with SEND, increasing their fluency and independence.

Context: SEND need has increased significantly since 2023-4. 15 EHCPs in school as at May 2025 from 3 in previous year. CPD for all staff in PACE and SEMH has supported provision for children with SEND. SENDCO leaving July 2025. New SENDCO in post (completing SENDCO qualification). Outcomes and Progress for children with SEND. SEND Audit completed June 2025. 21 pupils are SEND and Pupil Premium

Data: No. EHCPs / No. SEND



Pupil Groups	Group Size	Reading GDS	Reading EXS+	Writing EXS+	Writing GDS	Maths EXS+	Maths GDS	RWM EXS+	RWM GDS	Reading : Good or Better Progress	Writing : Good or Better progress	Maths : Good or Better Progress
SEN	34	11.8%	52.9%	23.5%	5.9%	44.1%	8.8%	17.6%	5.9%	82.6%	91.3%	82.6%
Support SEN	50	14.0%	52.0%	24.0%	6.0%	44.0%	8.0%	20.0%	4.0%	83.8%	86.5%	83.8%
No Special Educational Need	21	42.9%	95.2%	90.5%	33.3%	76.2%	28.6%	76.2%	9.5%	100.0%	94.7%	73.7%
Education, Health and Care Plan	16	18.8%	50.0%	25.0%	6.3%	43.8%	6.3%	25.0%	0.0%	85.7%	78.6%	85.7%
Year 4	20	65.0%	80.0%	75.0%	30.0%	80.0%	55.0%	70.0%	30.0%	94.1%	82.4%	100.0%
BG	20	65.0%	80.0%	75.0%	30.0%	80.0%	55.0%	70.0%	30.0%	94.1%	82.4%	100.0%

PROBLEM - WHY?	INTERVENTION EVIDENCED INFORMED PROCESS DESCRIPTION – WHAT? (Active Ingredients)	IMPLEMENTATION ACTIVITIES – HOW? COST?	IMPLEMENTATION OUTCOMES – (who, when how)	FINAL OUTCOMES	RAG
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<p>The range of need of children, expectations of Section F EHCP requires an enhanced resourced provision timetable</p>	<p>Core Component 1 Diagnostic assessments for children with SEND are robust.</p> <p>Core Component 2 Staff equipped with skills to support a range of SEND: Neurodiversity, Physical, SEMH, SALT.</p> <p>Core Component 3 CPD is evaluated and impact measured to ensure best practice</p> <p>Core Component 4 A rigorous approach to prepared and recording pupil SEND paperwork e.g. SMART targets on Provision Maps.</p> <p>Core Component 5 Quality First teaching with adaptive teaching strategies</p> <p>Core Component 6 Classroom environment supports learners needs i.e Dyslexia / ASD.</p> <p>Core Component 7 Enhanced provision timetable of resourced sessions for children.</p>	<p>Training</p> <ul style="list-style-type: none"> GA – SENDCO & HT 12/6/25 National College SENDCO Network dates TA training 3 staff meetings – Autumn Term: <p>Educational materials Trust SENDCO resources e.g. PMs Special Educational Needs in Mainstream Schools EEF</p> <p>Coaching & Mentoring SEND Network x 3</p> <p>Monitoring</p> <ul style="list-style-type: none"> Leadership team drop ins -Planning scrutiny -Staff voice – annual survey Teaching and Learning review - DOWMAT -Book scrutiny Subject monitoring afternoons / leadership monitoring sessions 	<p>Immediate Term (Summer 2) Fidelity- Audit completed. Reach – SENDOC & HT attended training</p> <p>Short Term (Autumn 2) Reach- Social Engagement – Motional (resilience) Open to try new things Tackles tasks / Perseveres even when challenging increase.</p> <p>Medium Term (Spring term) Fidelity - Reach –</p>	<p>Short term 100% of children with EHCP have provision maps referencing Section F targets.</p> <p>100% of staff are aware of the provision and direction of SEND improvement in school.</p> <p>Medium term (year) 100% of children on SEND register have Provision maps with SMART targets and PM have been shared with parents.</p> <p>SEND code of practice is being adhered to in all areas.</p> <p>Long term – 1-3 years 100% of children with SEND make progress towards their targets.</p> <p>50% of pupil with SEND are EXS in one area.</p>	
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Actions and Impact to Date	
Autumn 1	
Autumn 2	

Spring 1	
Spring 2	
Summer 1	
Summer 2	

Key Priority 2: To embed key developments in teaching, learning and personal development to ensure high standards and consistency across school with new staff and changes to year groups.


Context: Key developments in school over 3 years: 2022-3 – reading, subject leadership and modelling as part of the teaching process. 2023-4 – writing – developing use of writing process, SEND adaptive teaching strategies 2024-5 – Pastoral provision – emotional toolkits, Stretch and Challenge in teaching and learning.
 Sept 2025 – teacher changes to new year groups YR,Y1,Y2,Y3,Y4 and Y6 teachers in different classroom to current year.

PROBLEM - WHY?	INTERVENTION EVIDENCED INFORMED PROCESS DESCRIPTION – WHAT? (Active Ingredients)	IMPLEMENTATION ACTIVITIES – HOW? COST?	IMPLEMENTATION OUTCOMES – (who, when how)	FINAL OUTCOMES	RAG
Ensuring consistency in teaching and learning with 6 new to year group teachers.	<p>Core Component 1 Series of lessons planned to ensure steps of progress across weeks, terms, and years are in place.</p> <p>Core Component 2 Sequences of learning robustly adhered to in all lessons / subjects.</p> <p>Core Component 3 SEND adaptations enable the majority of pupils to access the learning objectives.</p> <p>Core Component 4</p>	<p>Training</p> <ul style="list-style-type: none"> National College – teachers new to year group – Stretch & Challenge <p>Educational materials Good practice planning guide</p> <p>Coaching & Mentoring</p> <ul style="list-style-type: none"> Modelling – coaching partners to revisit impact of modelling in the teaching sequence 	<p>Immediate/Short Term (Autumn 1) Fidelity-</p> <ul style="list-style-type: none"> All MTP saved to the drive and checked by subject leaders Teachers have reviewed and comply with good practice planning document Coaching pairs have met at least once. Modelling CPD has been completed. <p>Reach- 100% of teachers have correct planning in place.</p>	<p>Short term (Autumn 1) 100% of teaching remains good. Sequence of learning evident in all lessons</p> <p>Direct instruction / modelling is observed in all lessons.</p> <p>Medium term Summer Term</p>	

	<p>Direct instruction (modelling) and the use of stretch and challenge.</p> <p>Core Component 5 Opportunities for short pieces of written text adopted in writing curriculum to enable children to model key success criteria.</p> <p>Core Component 6 Moderation of written work across year groups.</p>	<p>Monitoring</p> <ul style="list-style-type: none"> • DH – learning walks / drop ins • Governor Enquiry walks termly – focus on teaching and learning • DOWMAT Teaching and Learning review 	<p>CPD accessed for all teachers</p> <p>Medium Term Spring Fidelity – 100% of planning, teaching and assessment meets the expectations shared with teachers. New writing framework adopted by all teachers.</p>	<p>100% of lessons have adaptive teaching for SEND and most able.</p> <p>Long term (beyond 12 months)</p> <ul style="list-style-type: none"> • Outcomes in Reading, Writing and Maths are inline with National averages. 	
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Actions and Impact to Date

Autumn 1	
Autumn 2	
Spring 1	
Spring 2	
Summer 1	
Summer 2	

Key Priority 3: Challenge – Let’s Go Zero					
Context: Carbon report completed for DOWMAT March 2025, Climate Change action plan reviewed March 2025. Carbon / Site Walk / Sustainability Mapping / Travel Survey / Water Usage					
PROBLEM - WHY?	INTERVENTION EVIDENCED INFORMED PROCESS DESCRIPTION – WHAT? (Active Ingredients)	IMPLEMENTATION ACTIVITIES – HOW? COST?	IMPLEMENTATION OUTCOMES – (who, when how)	FINAL OUTCOMES	RAG
Limited curriculum content for environmental change & sustainability including Careers	<p>Core Component 1 Staff are clear what teaching for sustainable futures is and where in the curriculum it can be taught.</p> <p>Core Component 2 Subject leads have identified key subjects and areas where sustainability is taught in the curriculum which clear progressive steps.</p> <p>Core Component 3 Opportunities for children to recognise the opportunities for careers in sustainability</p> <p>Core Component 4 To act as role models for children regarding energy saving, food waste, travel habits, use of recycled materials.</p> <p>Core Component 5 Building systems in place to reduce carbon footprint.</p>	<p>Training</p> <ul style="list-style-type: none"> Teaching for sustainable futures /Embedding sustainability into the curriculum National College training  <p>Educational materials Canteen to Classroom Canteen to Classroom - ProVeg UK Taste it don't waste it - Taste It, Don't Waste It: Education resources on the topic of food waste WRAP - The Waste and Resources Action Programme</p> <p>Resources Separate food waste collection fortnightly Light monitors</p>	<p>Immediate/Short Term (Autumn 1)</p> <p>Fidelity-</p> <ul style="list-style-type: none"> Curriculum plans reviewed. Food waste collection fortnightly. <p>Reach- 100% staff have completed sustainability curriculum CPD All children aware of climate change and sustainability plans</p> <p>Medium Term</p> <p>Fidelity</p> <ul style="list-style-type: none"> New curriculum plans in place Focus group meet half termly. Awareness activities completed. 	<p>Short term (Autumn) 100% of staff are clear about teaching for sustainable futures.</p> <p>Medium term (Annual – by July 2026) Reach Eco schools award achieved. 100% of Y5 & 7 have had the opportunity to undertake Bikeability. Reduction in Carbon footprint based on baseline March 2025. 100% of children know about different careers involved in climate change and sustainability. A range of awareness events are completed and children can talk with enthusiasm and confidence about changes that need to be made / have been made.</p> <p>Long term</p>	

		<p>Green Ninjas / Eco Ninja group Walk to School Week May 2026 Earth Day 22/4/26 Displays around school / letters to parents WWF Switch off Fortnight November 2025 Careers Day Jan 2025 Bikeability 2025-6 Enrichment Week 2025-6 Caring for God's World – Church School Partnership Worships</p> <ul style="list-style-type: none"> ● Proveg ● Big Garden watch – RSPB ● Severn Trent ● Recycling ● Water Aid <p>Young Climate Warriors</p> <p>Coaching & Mentoring Focus group to lead initiative – regular update meetings.</p> <p>Monitoring</p> <ul style="list-style-type: none"> ● DH – learning walks / drop ins ● Governor Enquiry walks termly ● Pupil Voice ● Eco group to visit Gobs / SLT. 		<p>St Barnabas school is working towards a sustainable school; energy, waste, water.</p> <p>100% of children are aware of their role in a sustainable future.</p>	
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Actions and Impact to Date	
Autumn 1	●
Autumn 2	●
Spring 1	
Spring 2	●

Summer 1	
Summer 2	

Key Priority 4: Pupil Premium – Reading					
Objective: To establish practical, evidence-based strategies to encourage and sustain parental involvement in reading.					
<p>Context: When compared with the attainment of PP pupils, a greater number of non-PP pupils are achieving EXS+ in the majority of year groups. 2/3 of PP children across the school are achieving EXS+ compared to 4/5 of non-PP children. EEF Disadvantaged and Reading project shows that only 6% of schools in Worcestershire deem parental engagement in reading as embedded. Parental engagement is often misunderstood, and unconscious bias can occur. Staff require further training in PP, low-income families and the impact this has on parental engagement in school. This alongside more rigorous information sharing and low-threat activities in school should increase engagement.</p>					
PROBLEM - WHY?	INTERVENTION EVIDENCED INFORMED PROCESS DESCRIPTION – WHAT? (Active Ingredients)	IMPLEMENTATION ACTIVITIES – HOW? COST?	IMPLEMENTATION OUTCOMES – (who, when how)	FINAL OUTCOMES	RAG
<p>Parental engagement is lower than we would expect.</p> <p>Reading information evenings are low attended.</p>	<p>Core Components</p> <p>Active ingredient 1: Clarity Clear information sharing, in person and through booklets for Early Years & KS1 and KS2/3 pupils.</p> <p>Active ingredient 2: Consistency Consistent approach to teaching of reading and purpose of reading records across each phase.</p> <p>Active ingredient 3: Communication</p>	<p>Training LCR to lead training on parental engagement: communication; building relationships; parental needs; practical strategies.</p> <p>Coaching In-school support from Maths and English Leads.</p> <p>Monitoring Periodic SLT drop-ins, event observation, Reading Record</p>	<p>Short Term</p> <p><i>Fidelity</i> 100% staff demonstrate an understanding of the barriers to parental engagement 100% staff are aware of ways that school can promote higher parental engagement in school 100% EYFS/ KS1 staff monitoring reading at home through reading records 100% KS2 staff monitoring pupil activity in reading records</p>	<p>Short term</p> <p>100% staff clear on provision for DL and impact of low income on PP families</p> <p>Medium term</p> <p>Greater than 50% attendance at reading-based events, i.e. information evenings, stay&play phonics.</p> <p>More than 80% of reading records in EYFS and KS1 demonstrate regular reading at home.</p> <p>Long term</p>	

<p>Less than 30% of parents respond to surveys.</p> <p>Limited or lack of practical strategies, tips and resources linked to reading shared with parents.</p> <p>DL families may respond better to a less formal event.</p> <p>How can we engage and involve working parents?</p>	<p>Inviting DL families to 'relaxed' library session times</p> <p>Sharing book recommendations via the school newsletter, related to upcoming topics in different subjects.</p> <p>Weaving literacy-based activities into other whole-school events, i.e. Father's Day journals.</p> <p>Increasing positive interactions between staff and parents at all school events.</p>	<p>audit checks.</p> <p>Educational materials</p> <p>Mark Rowland - Understanding the impact of low family income on parental engagement - EEF</p>	<p>Medium term</p> <p><i>Fidelity</i></p> <p>With confidence, 100% staff can communicate reading information to parents, i.e. reading recommendations.</p> <p><i>Acceptability</i></p> <p>100% staff recognise the impact of positive changes in engagement in reading.</p> <p><i>Reach</i></p> <p>100% staff welcome DL families to relaxed reading sessions or similar.</p>	<p>Greater than 50% response to whole-school surveys.</p> <p>Multiple examples of positive feedback on reading resources that have been shared with parents.</p> <p>Greater than 80% of DL achieving EX+ in reading, and in line with children who are not PP.</p>	
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