

Self-evaluation is at the heart of our practice at Burhill Primary School and our School Development Plan operates at a number of levels; at each level, the impact of our action is evaluated on a termly basis and shared with the Governing Body within the HT Report.

Vision:

Children at Burhill will be inspired and equipped with the skills, knowledge and emotional resilience required for their future. We endeavour as a school to achieve academic excellence.

Aim:

1. All children love learning new things, feel ready for the future and want to keep on learning more.
2. All children know what it feels like to be good at something and have achieved their very best.
3. All children develop the confidence and resilience to transition successfully to secondary school and beyond.
4. All children understand how to look after physical and mental wellbeing.
5. All children will develop positive relationships with others.
6. All children will feel part of our community, be proud of our school and be inspired to make a difference.

2021 Targets

Attendance	96%			
EYFS GLD	75%			
Year 1 Phonics Screening	86%			
Year 2 Phonics Screening	92%			
Year 1 targets	EXP+			
Year 1 Reading	EXP+	77%	GDS	19%
Year 1 Writing	EXP+	75%	GDS	16%
Year 1 Maths	EXP+	75%	GDS	18%
Year 2 Reading	EXP+	77%	GDS	19%
Year 2 Writing	EXP+	75%	GDS	16%
Year 2 Maths	EXP+	75%	GDS	18%
Year 3 Reading	EXP+	75%	GDS	27%

Year 3 Writing	EXP+	78%	GDS	20%
Year 3 Maths	EXP+	79%	GDS	27%
Year 4 Reading	EXP+	78%	GDS	27%
Year 4 Writing	EXP+	78%	GDS	20%
Year 4 Maths	EXP+	79%	GDS	27%
Year 5 Reading	EXP+	79%	GDS	32%
Year 5 Writing	EXP+	78%	GDS	27%
Year 5 Maths	EXP+	79%	GDS	27%
Year 6 Reading	EXP	80%	Higher level	35%
Year 6 Writing	EXP	78%	GDS	24%
Year 6 Maths	EXP	84%	Higher level	28%
Year 6 SPAG	EXP	78%	Higher level	34%
KS2 RWM	EXP	65%	Higher level/GDS	15%

Overview

These are the main objectives we are aiming to achieve over the next two years:

1. Ensure there is sufficiently challenging broad knowledge and skills based curriculum provision for all pupils and for those accessing learning remotely.
2. To accelerate progress and strengthen achievement in all areas across the school so that increasing proportions of children are working within age related expectations
3. Make sure teachers provide specific, timely feedback and address misconceptions to enable accelerated progress
4. Make sure immediate action is taken when gaps in learning are identified
5. To strengthen leadership across the school at all levels
6. Continue to make sure the learning opportunities provided enable children to develop positive learning behaviours.

Each point is expanded on the following pages.

Strategic objective 1 – Ensure there is sufficiently challenging broad knowledge and skills based curriculum provision for all pupils						
	Objective	Financial implication	Further detail to be found in	Who is leading this?	Success criteria	Monitoring
1.1	Continue to develop a knowledge and skills based curriculum with clear progression.	£780 for Cornerstones licence (June 2020-June 2021)	Subject action plans	SLT Middle leaders	Cornerstones will be embedded in planning conversations. SLT will be able to track clear progression in all subject areas across the school.	SLT to monitor
1.2	Ensure differentiation is appropriate for all learners in every lesson.	CPD training budget Supply costs	Subject action plans	SLT Middle leaders	All children will be able to access learning and barriers will be removed.	Review days/learning walks/observation Monitoring of planning Book looks Assessment tracking Pupil voice
1.3	Subject leaders have strong subject knowledge and are able to share expertise with all other staff to improve outcomes for pupils.	CPD training budget Supply costs	Subject action plans Staff monitoring schedule and training programme	SLT Middle leaders	Subject leaders will be able to talk confidently about their subject across the school and provide evidence of progression.	Review days/learning walks/observation Monitoring of planning Book looks Assessment tracking
1.4	Ensure all vulnerable groups (SEND, CP, EAL, LAC, PP) are accessing extra-curricular opportunities.	PP funding Opportunities fund	Subject action plans Termly report from HSLW	SLT Middle leaders PE leader HSLW	Children will be offered a broad range of experiences outside of the classroom.	Residential uptake data Opportunities fund report PP report Pupil voice Sports funding report
1.5	Ensure all pupils can access and engage with remote learning.	£30,000 to purchase IPADs to support remote learning plan	Remote learning action plan	SLT Faculty leaders Middle leaders	All children will be able to access learning remotely and barriers will be removed.	SLT Feedback from parents Pupil voice Remote monitoring plan

Strategic objective 2 – To accelerate progress and strengthen achievement in all areas across the school so that increasing proportions of children are working within age related expectations						
	Objective	Financial implication	Further detail to be found in	Who is leading this?	Success criteria	Monitoring
2.1	Guided reading will increase standards in reading in all classes and there will be a clear focus on comprehension skills (particularly retrieving and recording information) and developing vocabulary	Supply costs for review days and moderation	Literacy action plan	Literacy faculty	A higher % of children will reach age related expectations or greater depth at the end of KS1 and KS2.	Learning walks Review days Lesson observations Book looks Assessment data
2.2	Children will access a range of age appropriate texts to improve their vocabulary choices and love of reading.	Power of reading training £800	Literacy action plan	Literacy faculty	Reading outcomes will be improved across the school.	Assessment data Planning scrutiny Review days
2.3	Writing progress in KS1 will be accelerated including progress of vulnerable groups (SEND, PP, EAL, CP, LAC)	New to year 2 teacher training £300	Literacy action plan	Literacy faculty	A higher % of children will reach age related expectations or greater depth at the end of KS1.	Moderation – internal cross year/cross phase, cluster, external moderators Assessment data
2.4	Boys writing outcomes in KS2 will be in line with girls.		Literacy action plan	Literacy faculty	Boys and girls will have positive progress scores for writing.	Moderation – internal cross year/cross phase, cluster, external moderators Assessment data
2.5	Phonics teaching will be strong and enable a higher proportion of children will reach age related expectations by the end of KS1 including vulnerable groups (SEND, PP, EAL, CP, LAC) Phonics teaching will be consistently taught across EYFS, KS1 and KS2 and improve outcomes for all pupils.	Training for new staff and supply costs Resources update	Phonics action plan Literacy action plan	Phonics leader Literacy faculty	A higher % of children will pass the phonics screening in year 2 A higher % of children will be working at age related phonics expectations in KS1 and LKS2.	Mocks data and test outcomes Lesson observations Review days Moderation

2.6	The teaching of spelling will be rigorous and consistent across the school.		Literacy action plan	Literacy faculty	Scores from the spelling element in the SPAG paper will improve.	Assessment data Moderation Review days Test outcomes Book looks Lesson observations
2.7	Girls outcomes in maths will be in line with boys at the end of KS2.		Maths actions plan	Maths faculty	Boys and girls will have positive progress scores for Maths.	Moderation – internal cross year/cross phase, cluster, external moderators Assessment data
2.8	The teaching of timetables will be rigorous and consistent across the school	Timetables rock stars £300	Maths action plan	Maths faculty	Year 4 times table check will improve and results will be in line with national	Test outcomes Maths review days Lesson observations Planning scrutiny Monitoring of internal timetable assessments
2.9	Parents will be well equipped to support with the teaching of maths	Mathletics £3000 Supply cover for maths training sessions for parents Revision guides £200	Maths action plan	Maths faculty	Maths progress scores and attainment across the school will improve	Parent surveys Feedback after parent training sessions Assessment data Mathletics usage reports
2.10	Make sure all teachers know pupil groups (SEND, CP, EAL, LAC, PP, Middle prior attainers) and provide challenge and support to enable better outcomes	Supply cover for pupil progress meetings	Assessment action plan	Assessment leaders SENCO	Outcomes for vulnerable groups and middle attainers will improve	Pupil progress meetings Assessment data End of key stage outcomes

Strategic objective 3 – Make sure teachers provide specific, timely feedback and address misconceptions to enable accelerated progress						
	Objective	Financial implication	Further detail to be found in	Who is leading this?	Success criteria	Monitoring
3.1	Class teachers are confident in addressing misconceptions	Training for all staff (external consultants)	Monitoring schedule Assessment action plan	SLT Middle leaders	Children’s learning will be accelerated	Book scrutiny reports SPR feedback Moderation notes Appraisal documents Reports from external consultants
3.3	Class teachers & TAs are confident to give timely verbal feedback	Staff training	Monitoring schedule Assessment action plan	SLT Middle leaders	Children’s learning will be accelerated	Lesson observations SPR reviews Pupil voice Staff surveys
3.4	Marking is succinct & moves learning on Marking policy is used consistently across the school	/	Marking policy Phase leader action plans	SLT Middle leaders	Marking will be purposeful and children’s learning will be accelerated	Book looks SPR reviews Moderation sessions Subject review days

Strategic objective 4 – Make sure immediate action is taken when gaps in learning are identified						
	Objective	Financial implication	Further detail to be found in	Who is leading this?	Success criteria	Monitoring
4.1	Teachers make accurate assessment judgments to identify gaps in learning	Moderation supply and consultant fees	Assessment action plan	Assessment leaders	Teachers will use online assessment tool to identify gaps quickly.	SIMS marksheets and reports Pupil progress meetings
4.2	Leaders are able to use assessments to accelerate progress and identify gaps. Systems will be in place to enable this.		Assessment action plan	Assessment leaders	Leaders will be able to identify gaps quickly using online systems and gaps will close.	SLT and MLT monitor progress against end of year targets Data capture meetings

						Teacher judgements are tracked alongside summative assessment data Gap closing meetings
4.3	Teachers deploy TAs and LSAs to effectively to meet the needs of pupils within each lesson. Quality first teaching (wave 1 provision) is strong across the school.	Training from outside agencies for TAs and LSAs SEN review day supply cover	Inclusion leader action plan	Inclusion team	TAs and LSAs will be skilled in moving learning on and teachers will plan effectively for all pupils	Staff surveys Learning walks Planning scrutiny SEN review day SPR
4.4	Parents will be able to support when gaps have been identified	Pupil progress meeting supply cover	Inclusion leader action plan	Inclusion team	Parent survey shows that they are confident in supporting their child at home.	Parent survey SEN reviews Pupil progress meetings Gap closing meeting paperwork Governor reports
4.5	Evidence based interventions are implemented across the school	Training costs	Inclusion leader action plan	Inclusion team	Children included in the evidence based interventions will make better progress and gaps will be closed	TA survey Learning walks SEN review day Intervention provision mapping tool

Strategic objective 5 – To strengthen leadership across the school at all levels.

	Objective	Financial implication	Further detail to be found in	Who is leading this?	Success criteria	Monitoring
5.1	All leaders are clear on their role within school and are able to hold their teams to account	Supply cover for appraisals	Headteacher appraisal Governor reports	SLT	Job descriptions will be clearly communicated Appraisal systems will be used to improve outcomes in the school	Appraisal documents Governor pay committee report SPR reports External consultant reports
5.2	Leaders are able to monitor coverage and progress within their area of responsibility	Middle leader TLR3x6 Middle leader training and supply cover	Phase leader action plans Middle leader action plans	SLT	Leaders will be able to demonstrate standards have been raised in their area of responsibility	Review days SPR External consultant reports Book looks Lesson observations Governor reports

5.3	Leaders are able to monitor the impact of their actions effectively	Middle leader TLR3x6	Phase leader action plans Middle leader action plans	SLT	Leaders will be able to demonstrate standards have been raised in their area of responsibility	Review days SPR External consultant reports Book looks Lesson observations Governor reports
5.4	Leaders have a clear understanding of attendance and strategies to reduce unauthorised absence	SIMS consultant support £300 Studybugs subscription £1000 HSLW Attendance officer hours	Attendance action plan	SLT HSLW Attendance officer	Studybugs and SIMS data reports will show that attendance for vulnerable groups has improved	EWO reports Attendance data reports Headteacher report
5.6	Safeguarding leaders ensure that all staff have a good understanding of the safeguarding policy and provide regular training	DSL update training CPOMS subscription £1000 Online resource £60	Safeguarding monitoring schedule and action plan	DSLs	Staff will have a good understanding of new documentation for safeguarding All staff will know the procedures for keeping children safe	Staff meeting minutes DSL meeting minutes SLT meeting minutes Safeguarding audit Governor reports

Strategic objective 6 – Continue to make sure the learning opportunities provided enable children to develop positive learning behaviours

	Objective	Financial implication	Further detail to be found in	Who is leading this?	Success criteria	Monitoring
6.1	Children are given opportunities to develop independence, self-assurance and resilience and the ability to take ownership of their own welfare	Wellbeing award £3250 Wellbeing conferences and Mental health conferences £600	Wellbeing action plan	Wellbeing faculty	The school will attain accreditation for the Wellbeing award from the National Children's Bureau	Governor reports Learning walks Pupil voice Consultant from the National Children's Bureau

6.2	Learning opportunities are planned across the school to develop pupil voice and develop confidence and leadership skills	Befrienders hats House and Sports captains uniforms and badges Transport costs for children to attend sports training	Wellbeing action plan	Wellbeing faculty Year 6 middle leader	Children will feel that they have a voice and will transition successfully to secondary school	Minutes from pupil parliament meetings Pupil parliament newsletters Observations at break and lunchtime Governor report SPR review days
6.3	Children take pride in all areas of learning and are encouraged to be responsible for their behaviours	/	Phase leader action plans	SLT	Learning behaviours will be positive and enable children to make accelerated progress	Learning walks feedback (class and lunch charters) Pupil voice SPR reviews Lesson observations Appraisal documents
6.4	Staff will work with parents to rebuild relationships with the children and support to settling back in to school.	YourSpace therapies for all staff during Sepetember INSET £1,000 Training repaeated for support staff during the autun term	Wellbeing action plan	Wellbeing faculty	Children will feel confident and settle into school. They will know who to talk to when they are worried.	