

Burham Church of England Primary School

School Plan

2017-2018

Headteacher: Miss Michelle Grima	Chair of Governors: Mrs Eileen Smith
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Budget Implications: (PP and Sports Premium not included)

Ofsted Inspection Outcomes

Overall effectiveness	Previous Inspection	Requires improvement	3
	Last inspection 2-3 October 2014	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early Years provision		Good	2

Areas for Improvement identified from the last inspection:

- Most able children do not make as much progress as they should because they do not have enough time to complete more demanding work.
- Pupils do not achieve as well in writing, particularly in spelling, as they do in reading and mathematics.
- Communication is not as effective as it could be to secure the confidence and support of all parents.

These areas for improvement are the key priorities for the School Plan

1. Leadership and management	2. Personal development, Behaviour and Welfare	3. Teaching, Learning & Assessment	4. Outcomes for children and learners
<p>Continue to ensure that Maths and English Leaders are fully involved in data analysis and Pupil Progress Meetings in order to further drive improvements</p> <p>Continue to ensure subject leadership development plans reflect whole school priorities</p> <p>Continue to ensure that key expectations, including pupil targets continue to be implemented</p> <p>Ensure that resilience curriculum is put in place and continue to become imbedded across the year; with regular opportunities to review implementation</p> <p>Continue to ensure all agreed actions to improve spelling and develop reasoning are in place and monitor impact through data</p>	<p>Continue to use open ended ways of learning strategies so that pupils show high levels of commitment to learning</p> <p>Continue to use pastoral support strategies and resources in order to work with pupils, with a key focus on vulnerable groups (eg. Pupil Premium) who find it difficult to engage with their learning</p> <p>Embed resilience curriculum in Year 1-6</p> <p>Continue to use aspects of resilience work and language to encourage pupils to try out spelling independently first</p>	<p>Quality of teaching to move securely towards a triangulated judgement of 'outstanding'</p> <p>Evidence of Pupil Premium pupils making progress – increased individual responsibility</p> <p>Review and further develop higher order thinking skills and open ended tasks as part of key expectations</p> <p>Review and set expectations in order to develop the 'quality' impact of resilience curriculum</p> <p>Spelling journal to be introduced</p>	<p>Outcomes in English and maths are matched to expected in year progress and end of year age related expectations</p> <p>80% of pupils to know 75% of spellings for their year group</p>

<p>collection</p> <p>Whole school Appraisal targets for spelling and reasoning</p> <p>SLs to monitor if there are any regularly occurring 'Problem words' for pupils to work on</p> <p>Maths Leader to introduce 'White Rose' maths scheme and monitor alongside SLT</p> <p>Continue to ensure that challenge is explicit in planning and highlighted in maths books</p> <p>Continue to meet with parent group once a term and show regard to any issues raised</p>	<p>before seeking adult help</p> <p>Continue to ensure pupils have the opportunities to have and use language for reasoning</p>	<p>in Year ...</p> <p>Continue 'No Nonsense' spelling scheme from Year to Year</p> <p>Continue with phonics twice a day – to impact on spelling</p> <p>Continue to use exception words as starters to further increase impact</p> <p>Continue to ensure that reasoning is a key feature in maths lessons and is assessed using school progression grids</p> <p>Continue to ensure that challenge is explicit in planning and highlighted in maths books</p>	<p>80% of cohort to be 'expected' on 'progression in reasoning' grid</p> <p>Further raise the achievement of PP pupils</p> <p>Further improve percentages for pupils working at 'greater depth'</p>
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1. Effectiveness of Leadership and Management

Areas for improvement – what needs to improve to meet	Success Criteria – what will success look like by July 2018	Key Actions to achieve outcomes
<p>Ensure that Maths and English Leaders are fully involved in data analysis and Pupil Progress Meetings in order to further drive improvements</p> <p>Ensure subject leadership development plans reflect whole school priorities</p> <p>Ensure that key expectations, including pupil targets continue to be implemented</p>	<p>Senior Leaders will:</p> <ul style="list-style-type: none"> • Have a clear overview of the standards in English and Maths • Have a comprehensive overview of data and its impact across the year and will act speedily to address any issues • Have a clear overview of how the resilience curriculum is being implemented • Build in regular opportunities to review 	<p>Challenge for more able to continue to be made explicit in planning and books under the heading: Challenge</p> <p>Majority of pitch of lesson would be aimed at high average ability (For some pupils, during certain lessons and part of the lesson structure, it may be appropriate to use additional adults to differentiate more finitely)</p>

<p>Ensure that resilience curriculum is put in place and becomes imbedded across the year; with regular opportunities to review implementation</p> <p>Ensure all agreed actions to improve spelling and reasoning are in place and monitor impact through data collection</p> <p>Whole school Appraisal targets for spelling and reasoning</p> <p>SLs to monitor if there are any regularly occurring 'Problem words' for pupils to work on</p> <p>Maths Leader to introduce 'White Rose' maths scheme and monitor alongside SLT</p> <p>Continue to meet with parent group once a term and show regard to any issues raised</p>	<p>the implementation of the resilience curriculum</p> <ul style="list-style-type: none"> • Build in regular opportunities to monitor and review spelling strategies and, in particular 'exception words' • Build in regular opportunities to monitor/analyse progression in reasoning • Continue to specifically monitor data for PP pupils x 6 a year • Monitor data for Ever 6 pupils • Monitor key expectations around challenge in books and planning <p>Middle Leaders will:</p> <ul style="list-style-type: none"> • English and Maths Leaders accurately monitor the standards in these subjects • Plan actions in their subject that will directly impact on quality of teaching and learning • Have an overview of the implementation of the resilience curriculum • English Leader accurately monitor the standards in SPAG • Maths leader to monitor standards in reasoning • Monitor key expectations around challenge in books and planning for maths <p>Governors will:</p> <ul style="list-style-type: none"> • Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these actions <p>Impact on teaching and learning:</p>	<p>Lesson observation judgements to be aligned with in year progress</p> <p>Judgements aligned with book scrutinies and planning</p> <p>Coaching and mentoring approach used; use of staff meeting time and Staff Development Days</p> <p>HT and SL observation, including joint, planning and book scrutiny; talking to children about their progress – for triangulated judgements</p> <p>Learning walks with staff; subject leaders and other Headteachers</p> <p>Attainment and progress analysis</p> <p>Hold Pupil Progress Meetings – linked to data</p> <p>Planning scrutinies and evidence folders monitored</p> <p>Planning, books and SPAG Mastery folders scrutinised</p>
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	<ul style="list-style-type: none"> • 100% of triangulated judgements on teaching to be good with outstanding elements • 85% of cohorts will meet the 'expected' outcome for reading, writing and maths • There will be a notion of 'potential and actual' impact on learning 	
Evaluation of Monitoring		

Termly Benchmarks overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
11 th September review of Resilience curriculum planning/overview and resources Deadline for subject development plans 22 nd September SLT Key Expectations monitoring 26 th September Class teacher Appraisals 6 th October – Targets related to spelling and reasoning Spelling Monitoring Reasoning monitoring EO Term 19 th October SLT and	31 st October – White Rose monitoring 1 st November TA Appraisals – targets linked to spelling and reasoning 9 th December – SLT data overview Parent group meeting th November	15 th and 16 th January Maths and English Leaders to attend PPMs Repeat monitoring of spelling and reasoning Repeat Monitoring of White Rose SLT data analysis Parent Group: th January	Monitoring and review of resilience curriculum SLT data analysis Parent Group	SLT data analysis Parent Group	Monitoring and review of resilience curriculum SLT EOY data analysis Maths and English Leaders to attend PPMs Parent Group

governor P&I Parent group meeting th September		2017			
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2. Personal development behaviour and welfare

Areas for improvement – what needs to improve to meet	Success Criteria – what will success look like by July 2018	Key Actions to achieve outcomes
<p>Continue to use open ended ways of learning strategies so that pupils show high levels of commitment to learning</p> <p>Continue to use pastoral support strategies and resources in order to work with pupils who find it difficult to engage with their learning</p> <p>Embed resilience curriculum in Year 1-6</p> <p>Use aspects of resilience work to encourage pupils to try out spelling independently first before seeking adult help</p>	<p>Senior Leaders will:</p> <ul style="list-style-type: none"> • Have a comprehensive overview of data and its impact across the year and will act speedily to address any issues • Have a clear understanding of different open ended approaches being used across the school • Be fully involved in pastoral support • Continue to give high regard to achievements • Have an overview of how the resilience curriculum is becoming embedded <p>Middle Leaders will:</p> <ul style="list-style-type: none"> • English and Maths Leaders accurately monitor the standards in these subjects and will report on any open ended strategies • Plan actions in their subject that will directly impact on quality of teaching and learning, including open ended ways of working • Have an overview of how the resilience curriculum is becoming embedded <p>Governors will:</p>	<p>Autumn term repeat health and safety questionnaire for pupils</p> <p>Analyse parent questionnaire</p> <p>Review and monitor Resilience curriculum</p> <p>Class teacher to keep an evidence file – brainstorm; pupil responses</p> <p>Termly monitoring of planning and outcomes</p> <p>Talk to pupils about resilience curriculum</p> <p>Monitor whether pupils rise to the challenge of increased focus on reasoning and are using the language of reasoning</p>

	<ul style="list-style-type: none"> • Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these actions <p>Impact on teaching and learning:</p> <ul style="list-style-type: none"> • Learners will rise to new challenges • Effective learning behaviours will be embedded 	
Evaluation of Monitoring		

Termly Benchmarks overview

Resilience covered under L&M

Open ended strategies covered under T&L

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>2 PP pupils with attendance last year at 77% and 79% to move to at least 80%</p> <p>Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90%</p> <p>Termly monitoring of data and attendance for groups, including PP</p> <p>Continue to work/liaise with LA attendance</p>	<p>2 PP pupils with attendance last year at 77% and 79% to move to at least 85%</p> <p>Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90%</p> <p>Termly monitoring of data and attendance for groups, including PP</p> <p>Continue to work/liaise with LA attendance</p>	<p>2 PP pupils with attendance last year at 77% and 79% to move to at least 90%</p> <p>Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90%</p> <p>Termly monitoring of data and attendance for groups, including PP</p> <p>Continue to work/liaise with LA attendance</p>	<p>2 PP pupils with attendance last year at 77% and 79% to move to at least 95%</p> <p>Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90%</p> <p>Termly monitoring of data and attendance for groups, including PP</p> <p>Continue to work/liaise with LA attendance</p>	<p>2 PP pupils with attendance last year at 77% and 79% to move to at least 95%+</p> <p>Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90%</p> <p>Termly monitoring of data and attendance for groups, including PP</p> <p>Continue to work/liaise with LA attendance</p>	<p>Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90%</p> <p>Termly monitoring of data and attendance for groups, including PP</p> <p>Continue to work/liaise with LA attendance officer</p> <p>HT to meet with parents and facilitate engagement with Early</p>

officer HT to meet with parents and facilitate engagement with Early Help Staff to highlight any concerns to DSL All staff to monitor pupils that have been identified as vulnerable Staff to update vulnerable case studies every term Early help referrals made for vulnerable pupils School to make use of School Nursing Service School to make use of LIFT process See Safeguarding Training Record	officer HT to meet with parents and facilitate engagement with Early Help Staff to highlight any concerns to DSL All staff to monitor pupils that have been identified as vulnerable Staff to update vulnerable case studies every term Early help referrals made for vulnerable pupils School to make use of School Nursing Service School to make use of LIFT process See Safeguarding Training Record	officer HT to meet with parents and facilitate engagement with Early Help Staff to highlight any concerns to DSL All staff to monitor pupils that have been identified as vulnerable Staff to update vulnerable case studies every term Early help referrals made for vulnerable pupils School to make use of School Nursing Service School to make use of LIFT process See Safeguarding Training Record	officer HT to meet with parents and facilitate engagement with Early Help Staff to highlight any concerns to DSL All staff to monitor pupils that have been identified as vulnerable Staff to update vulnerable case studies every term Early help referrals made for vulnerable pupils School to make use of School Nursing Service School to make use of LIFT process See Safeguarding Training Record	officer HT to meet with parents and facilitate engagement with Early Help Staff to highlight any concerns to DSL All staff to monitor pupils that have been identified as vulnerable Staff to update vulnerable case studies every term Early help referrals made for vulnerable pupils School to make use of School Nursing Service School to make use of LIFT process See Safeguarding Training Record	Help Staff to highlight any concerns to DSL All staff to monitor pupils that have been identified as vulnerable Staff to update vulnerable case studies every term Early help referrals made for vulnerable pupils School to make use of School Nursing Service School to make use of LIFT process See Safeguarding Training Record
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3. Teaching , Learning and Assessment

Areas for improvement – what needs to improve to meet	Success Criteria – what will success look like by July 2018	Key Actions to achieve outcomes
Quality of teaching to move securely towards a triangulated judgement of ‘outstanding’ Evidence of Pupil Premium pupils making progress – increased individual responsibility	Senior Leaders will: <ul style="list-style-type: none"> • Hold staff to account for their performance • Ensure that Appraisal targets are linked to data and school improvement priorities 	Termly analysis of data Termly book scrutiny Planning scrutiny if needed Lesson observations by HT/maths and English Leaders (formally x 3 a year)

<p>Review and further develop higher order thinking skills and open ended tasks as part of key expectations</p> <p>Review and set expectations in order to develop the 'quality' impact of resilience curriculum</p> <p>Spelling journal to be introduced in Year 1 Continue 'No Nonsense' spelling scheme from Year 2 – 6 Continue with phonics twice a day – to impact on spelling</p> <p>Continue to use exception words as starters to further increase impact</p> <p>Continue to ensure that reasoning is a key feature in maths lessons and is assessed using school progression grids</p>	<ul style="list-style-type: none"> • HT to continue to track PP pupils x6 a year • Monitor data for Ever 6 pupils • Monitor key expectations around challenge in books and planning <p>Middle Leaders will:</p> <ul style="list-style-type: none"> • Hold staff to account for performance within their subject • Monitor key expectations around challenge in books and planning for maths <p>Governors will:</p> <ul style="list-style-type: none"> • Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these actions <p>Impact on teaching and learning:</p> <ul style="list-style-type: none"> • 100% of triangulated judgements on teaching to be good with outstanding elements • 85% of cohorts will meet the 'expected' outcome for reading, writing and maths • Spelling will be strengthened within the school and spelling targets will be met 	<p>Learning walks PPMs – DHT to be involved; Pupil Premium pupils to be discussed as a separate group Set milestones for progress Challenge for more able to continue to be made explicit in planning and books under the heading: Challenge</p> <p>Continue with key expectations around TASC/What if? Staff meeting to review resilience curriculum and ways to monitor impact</p> <p>Monitor that spelling journals are in place Talk to pupils about spelling Review spelling scheme Monitor planning for teaching of spellings Monitor books for spellings</p> <p>Maths plans to be colour coded: Reasoning – green Problem solving – blue Discussion - red Reasoning to be a feature of maths lessons x3 a week Use of reasoning and jottings book Evidence of written explanations in maths books</p>
<p>Evaluation of Monitoring</p>		

Termly Benchmarks overview

Resilience and spelling covered under L&M

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>EOY data 2017 indicates that EYFS/Year 2 and Year 6 already have outstanding features 3/7= 43%</p> <p><u>Tackle 1 year group at a time in depth study</u></p> <p>Identify 1 more year group=4/7=57% - Year 4</p> <p>Other year groups complete joint SLT observations</p> <p>Detailed feedback, time frames and further observation if appropriate</p>	<p>Identify 1 more year group=5/7=71% - Year 1</p> <p>Appraisals</p>	<p>Formal observations</p> <p>Detailed feedback, time frames and further observation if appropriate</p> <p>Identify 1 more year group=6/7=86% - Year 3</p>	<p>Appraisal reviews</p> <p>Identify 1 more year group=6/7=86% - Year 3</p>	<p>Detailed feedback, time frames and further observation if appropriate</p> <p>Drop-ins</p> <p>Identify 1 more year group=7/7=100% - Year 5</p>	<p>PPMs</p> <p>100% of teaching good or better</p> <p>Increased/secure evidence of outstanding features</p>

4. Outcomes for children and learners

Areas for improvement – what needs to improve to meet	Success Criteria – what will success look like by July 2018	Key Actions to achieve outcomes
<p>Outcomes in English and maths are matched to expected in year progress and end of year age related expectations</p>	<p>Senior Leaders will:</p> <p>Middle Leaders will:</p> <p>Governors will:</p> <ul style="list-style-type: none"> Have a clear and detailed understanding 	<p>Termly analysis of data</p> <p>Termly book scrutiny</p> <p>Planning scrutiny if needed</p> <p>Lesson observations by HT/maths and English Leaders (formally x 3 a year)</p>

<p>80% of pupils to know 75% of spellings for their year group</p> <p>80% of cohort to be 'expected' on 'progression in reasoning' grid</p> <p>Further raise the achievement of PP pupils</p> <p>70-75% of cohort to be 'expected' on 'progression in reasoning' grid</p>	<p>of what actions leaders have taken to improve outcomes and the impact of these actions</p> <ul style="list-style-type: none"> • Impact on teaching and learning: 85% of pupils to know 'exception words' for their year group <p>70-75% of cohort to be 'expected' on 'progression in reasoning' grid</p>	<p>Learning walks PPMs x3 a year – DHT to be involved this year Set milestones for progress</p> <p>Launch of Resilience curriculum Class teacher to keep an evidence file – brainstorm; pupil responses End of Term 1 HT/Acting DHT attend collaboration review with trainer to discuss what is in place so far Termly monitoring of planning and outcomes Talk to pupils about resilience curriculum</p> <p>Monitor that spelling journals are in place Talk to pupils about spelling Review spelling scheme Monitor planning for teaching of spellings Monitor books for spellings Monitor maths and jottings books for reasoning Set milestones for progress</p> <p>Monitor provision maps, including provision for PP Teachers to update PP case studies</p>
<p>Evaluation of Monitoring</p>		

Termly milestones covered in Leadership and Management and Teaching, assessment and learning

Termly Benchmarks overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS % on track 75% GLD prediction Phonics 74% cautious first estimate Phonics retakes 3/6 50% cautious first estimate Year 2 interim statements Reading 85% Writing 74% Maths 81% First prediction Year 6 combined 75% (3 new pupils /16) cautious first estimate	EYFS GLD potentially %	EYFS % still on track Phonics Year 2 interim Year 6	GLD %		Targets set EYFS % Phonics % Year 2 retakes % Year 2 Reading % Writing % Maths % Year 6 combined %

Disadvantaged pupils

EYFS: 1 100%

Year 1: 1 100%

Year 2: 4 25%

Year 3: 1 100%

Year 4: 4 25%

Year 5: 1 100%

Year 6: 1 100%