

Burham Church of England Primary School

School Plan

2018-2019

Headteacher: Miss Michelle Grima	Chair of Governors: Mrs Eileen Smith
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Budget Implications: £23,234.66 (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>All key expectations remain in place (including challenge)</p> <p>Whole school Appraisal targets for spelling and multiplication tables</p> <p>English: focus on handwriting and spelling (see separate plan) Maths: implement new approach to pupils learning their multiplication tables in order to prepare for the test in Year 4 (see separate plan)</p> <p>EYFS (see separate plan)</p> <p>Monitor and review of White Rose maths scheme and how it has been/will be tailored to individual cohorts</p> <p>Ensure dates are set for meeting with parent group once a term and show regard to any issues raised</p>	<p>Continue to consider the impact on behaviour of significant amount of new pupils who joined the school last year and strategies that need to be employed</p> <p>Ensure that provision for new pupils who are academically low are targeted and aimed at swiftly addressing any gaps in learning</p> <p>Take part in Project 95 again starting with meetings with the attendance officer and identified pupils during Autumn 1</p>	<p>Quality of teaching to move securely towards a triangulated judgement of 'outstanding' for 3 targeted class teachers</p> <p>Evidence of Pupil Premium pupils making progress – increased individual responsibility</p> <p>Introduce 'mastery of multiplication' within 'mastery of maths' file</p> <p>Ensure that 'mastery of GPS' includes spelling tasks</p> <p>Implement changes to homework to reflect the focus on spelling and multiplication tables</p>	<p>Outcomes in English and maths are matched to expected in year progress and end of year age related expectations</p> <p>Further raise the achievement of PP pupils Further improve percentages for pupils working at 'greater depth'</p> <p>Whole school Appraisal target: 80% of cohort to be expected/know multiplication tables for their year group 80% of cohort to know spelling for their year group (moderated by percentage of SEN in the cohort)</p>

1. Effectiveness of Leadership and Management

Areas for improvement – what needs to improve to meet	Success Criteria – what will success look like by July 2019	Key Actions to achieve outcomes
<p>All key expectations remain in place</p> <p>Whole school Appraisal targets for spelling and time tables</p> <p>English: focus on handwriting and spelling (see separate plan)</p> <p>Maths: implement new approach to pupils learning their times tables in order to prepare for the test in Year 4 (see separate plan)</p> <p>EYFS (see separate plan)</p> <p>Monitor and review of White Rose maths scheme and how it has been/will be tailored to individual cohorts</p> <p>Ensure dates are set for meeting with parent group once a term and show regard to any issues raised</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 • Build in regular opportunities to monitor and review spelling strategies and, in particular ‘exception words’ • Specifically monitor data for PP pupils x 6 a year • Monitor data for Ever 6 pupils <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 • English Leader accurately monitor the standards in SPAG <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 	<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>Lesson observation judgements to be aligned with in year progress 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>

	<ul style="list-style-type: none"> There will be a notion of 'potential and actual' impact on learning 	Planning, books and SPAG and multiplication Mastery folders scrutinised Through monitoring visits and full governing body meetings governors will monitor progress of the SIP
Evaluation of Monitoring		

Termly Benchmarks overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Review/reminder of key expectations – staff meeting 10th September Review of White Rose (staff meeting) Monday 17 th September Class Teacher Appraisals 29 th October 1 st November Parent Group: Thursday 20 th September	Monitor new approaches to spelling and multiplication – planning and baseline tests Tuesday 13 th November Monitoring of White Rose Tuesday 6 th November Parent Group: Wednesday 14 th November	Broad brush 'gap analysis' of spelling and multiplication – CTs to look at their own Whole staff meeting – next steps Parent Group:	Parent Group:	Parent Group:	Parent Group:

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 consider the impact on behaviour of significant amount of new pupils who joined the school last year and strategies that need to be employed</p> <p>Ensure that provision for new pupils who are academically low are targeted and aimed at swiftly addressing any gaps in learning</p> <p>Take part in Project 95 again starting with meetings with the attendance officer and identified pupils during Autumn 1</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 comprehensive overview of Provision and its impact across the year and will act speedily to address any issues • Be fully involved in pastoral support • Will all have completed DSL training updates as appropriate • Continue to give high regard to achievements <p>Middle Leaders will:</p> <ul style="list-style-type: none"> • English and Maths Leaders accurately monitor the standards in these subjects and report back to HT and staff • Plan actions in their subject that will directly impact on quality of teaching and learning, including open ended ways of working <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"> • Learners will rise to new challenges • Effective learning behaviours will be embedded 	<p>Autumn term repeat health and safety questionnaire for pupils Regularly look at Parent View Review and monitor attendance specifically looking at pupils involved in Project 95 Class teacher to keep an evidence file – brainstorms; pupil responses to PSHE discussions Termly monitoring of planning and outcomes</p> <p>Governor monitoring</p>

- Increased access to provision

Evaluation of Monitoring

Termly Benchmarks overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>PP pupils with poor attendance last year to move to at least 90% Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90% Termly monitoring of data and attendance for groups, including PP Continue to work/liaise with LA attendance 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</p>	<p>PP pupils with poor attendance last year to move to at least 90% Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90% Termly monitoring of data and attendance for groups, including PP Continue to work/liaise with LA attendance 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</p>	<p>PP pupils with poor attendance last year to move to at least 95% Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90% Termly monitoring of data and attendance for groups, including PP Continue to work/liaise with LA attendance 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</p>	<p>PP pupils with poor attendance last year to move to at least 95% Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90% Termly monitoring of data and attendance for groups, including PP Continue to work/liaise with LA attendance 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</p>	<p>PP pupils with poor attendance last year to move to at least 95 % Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90% Termly monitoring of data and attendance for groups, including PP Continue to work/liaise with LA attendance 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</p>	<p>Office staff in liaison with Headteacher to monitor attendance and look for any pupil attendance below 90% Termly monitoring of data and attendance for groups, including PP Continue to work/liaise with LA attendance 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</p>

<p>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, including STLS See Safeguarding Training Record</p>	<p>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, including STLS See Safeguarding Training Record</p>	<p>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, including STLS See Safeguarding Training Record</p>	<p>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, including STLS See Safeguarding Training Record</p>	<p>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, including STLS See Safeguarding Training Record</p>	<p>made for vulnerable pupils School to make use of School Nursing Service School to make use of LIFT process, including STLS See Safeguarding Training Record</p>
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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 2019	Key Actions to achieve outcomes
<p>Quality of teaching to move securely towards a triangulated judgement of ‘outstanding’ for 3 targeted class teachers</p> <p>Evidence of Pupil Premium pupils making progress – increased individual responsibility</p> <p>Introduce ‘mastery of multiplication’ within ‘mastery of maths’ file</p> <p>Ensure that ‘mastery of GPS’ includes spelling tasks</p> <p>Implement changes to homework to reflect the focus</p>	<p>Senior Leaders will:</p> <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 • HT to continue to track PP pupils x6 a year • Monitor data for Ever 6 pupils <p>Middle Leaders will:</p> <ul style="list-style-type: none"> • Hold staff to account for performance within their subject <p>Governors will:</p> <ul style="list-style-type: none"> • Have a clear and detailed understanding of what actions leaders have taken to 	<p>Termly analysis of data Termly book scrutiny Planning scrutiny if needed Lesson observations by HT/maths and English Leaders (formally x 3 a year) 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>

on spelling and multiplication tables	<p>improve outcomes and the impact of these actions</p> <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 	
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Evaluation of Monitoring		

Termly Benchmarks overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Appraisal targets Spelling Multiplication	Internal school moderation	PPMs	Appraisal reviews	Pre-moderation	Transition meetings

4. Outcomes for children and learners

Areas for improvement – what needs to improve to meet	Success Criteria – what will success look like by July 2019	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>Further raise the achievement of PP pupils Further improve percentages for pupils working at 'greater depth'</p>	<p>Senior Leaders will: Be able to assess the impact of their actions against school improvement priorities</p> <p>Middle Leaders will: Be able to assess the impact of their actions against school improvement priorities</p>	<p>Additional TAs in target classes to maximise use of adults to support children</p> <p>Pupil conferencing in maths and English to raise awareness of expectations; in Year 2 and 6 what the Interim Statements require for greater depth</p> <p>Maths: challenge stamps and challenge written in green to highlight where pupils have moved</p>

<p>Whole school Appraisal target: 80% of cohort to be expected/know times tables for their year group 80% of cohort to know spelling for their year group (moderated by percentage of SEN in the cohort)</p>	<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>onto more demanding work Guided maths groups used to challenge the most able Termly analysis of data Termly book scrutiny Planning scrutiny if needed Lesson observations by HT/maths and English Leaders (formally x 3 a year) Learning walks PPMs x3 a year with Maths and English Leaders in attendance Termly monitoring of planning and outcomes</p> <p>Governor monitoring</p> <p>Monitor provision maps, including provision for PP</p> <p>Teachers to update PP case studies</p>
<p>Evaluation of Monitoring</p>		
<p>Outcomes for pupils</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
Baseline data collected and analysed:	data collected and analysed:	PPMs data collected and	data collected and analysed:	data collected and analysed:	data collected and analysed:

Reading Writing Maths Combined Spellings Times tables Provision maps monitored Feedback to staff on individuals/collective issues	Reading Writing Maths Combined Spellings Times tables Provision maps monitored Feedback to staff on individuals/collective issues	analysed: Reading Writing Maths Combined Spellings Times tables Provision maps monitored Feedback to staff on individuals/collective issues	Reading Writing Maths Combined Spellings Times tables Provision maps monitored Feedback to staff on individuals/collective issues	Reading Writing Maths Combined Spellings Times tables Provision maps monitored Feedback to staff on individuals/collective issues	Reading Writing Maths Combined Spellings Times tables Provision maps monitored Feedback to staff on individuals/collective issues SATS data analysed ready to feed issues into next year's SIP
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Disadvantaged pupils

EYFS:

Year 1: 2 50%

Year 2: 1 100% (PP by disadvantage)

Year 3: 3 33%

Year 4: 1 100%

Year 5: 3 33%

Year 6: 3 33%