

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

School Context:

Vision

Explore every opportunity we are given

Believe in ourselves and others

Do our very best to **Shine**

Bures Church of England (VC) Primary School is a small village school offering provision for children from ages four to eleven. There are currently 196 pupils attending our school. Pupils are taught in single-age classes. The school was a first school until September 2012 when the first Y5 Class was introduced with a Year 6 Class being introduced the following September. Our Nursery class closed at the end of July 2020.

The pupils at Bures School are predominately White British and profess to have either a Christian faith or none, this reflects the community in Bures. Our Deprivation indicator shows that the school is in the lowest 20% (0.1). The percentage of pupils eligible for the Pupil Premium Grant is currently 11% - lower than the national average with 10% currently eligible for free school meals, 1 pupil is adopted from care and 1 pupil is currently in foster care. The school population is fairly stable with low mobility. 1.5% of pupils have EHC Plans and 3.5% of pupils are on our SEND register (29% of our SEND pupils are also eligible for Pupil Premium) these are all lower than the national percentages.

This year our School Improvement Plan is obviously set within the context of supporting our whole school community as we move out of the more restrictive and challenging circumstances the pandemic has forced upon us. As with many schools, we were ill-equipped to provide robust and effective remote learning opportunities our pupils needed though we continued to offer strong well-being support, particularly for our vulnerable families. During the second full school closure we were far better prepared having developed our IT offer and with feedback from pupils and parents were able to continuously improve and develop our remote learning provision to ensure it was effective for the majority of pupils. With strong community support and taking full advantage of the DfE offer we were able to provide laptops to those families who needed them and where technology proved too difficult to manage, we supported families with other methods of accessing the learning. Many of the children who were identified as not engaging with home learning were offered the opportunity to attend the Key Workers Club. The data collected from teacher assessments and internal testing has demonstrated that whilst standards in reading have remained stable for most of our pupils there has been a drop in attainment in both maths and writing. Foundation Subject Leaders have looked closely at core elements of our curriculum plan and offered support to class teachers to enable them to reduce the content appropriately to keep a broad and balanced curriculum through which children can progress building their skills and knowledge in a cohesive and meaningful way.

**Explore. Believe. Shine.
“The Adventure Awaits...”**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

Quality of Education

Evaluation of Current Status:

Intent

- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. It is continually adapted to meet the needs of all pupils particularly disadvantaged pupils and those with SEND, to develop their knowledge, skills, and abilities to apply what they know and can do with increasing fluency and independence. Pupils study a broad range of subjects (exemplified by the national curriculum) in all year groups in KS2. Careful evaluation of the impacts of the pandemic on the curriculum have been undertaken by subject leaders and amendments have been made to focus on key learning points.

Implementation

- Teachers have good subject knowledge of the areas they teach.
- Teachers present subject matter clearly, promoting discussion. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback, responding and adapting their teaching as necessary.
- Teaching helps pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The teaching materials teachers use reflect the school's ambitious intentions for the curriculum.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- The Success for All programme ensures that reading is prioritised to allow pupils to access the full curriculum offer. It provides a rigorous and sequential approach to the reading curriculum developing pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests.
- Pupils have the knowledge and skills they need and are therefore ready for the next stage of education. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of increasingly good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Key Strengths:

- Strong subject Leadership in core subjects and history, art, computing, RE and PSHE (including Relationships Education) lead to high quality teaching and learning in these areas. Pupils work is of a consistently high standard in these subjects.

**Explore. Believe. Shine.
"The Adventure Awaits..."**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

<ul style="list-style-type: none"> The effective embedding of the ‘Success for All’ Programme to support reading development across KS2 has been instrumental in raising attainment in this crucial area. (See 2019 Statutory reading test results) 						
Key Area for Development: <ul style="list-style-type: none"> To ensure that strong and well-informed subject leadership matched with quality first teaching leads to a curriculum which effectively addresses social disadvantage allowing all pupils to produce work which is consistently of a high quality 						
Target:	Milestones and Success Criteria:	Action:	Resources:	Who?	When?	Monitoring
Target 1 To ensure that strong and well-informed subject leadership matched with quality first teaching leads to a curriculum which effectively addresses social disadvantage allowing all pupils to produce work which is consistently of a high quality. (If necessary remote learning opportunities mirror the high expectations within the curriculum as closely as possible)	<ul style="list-style-type: none"> All pupils, including disadvantaged pupils and those with SEND, achieve high standards across all areas of the curriculum Work scrutiny demonstrates that pupils are developing appropriate knowledge and skills in each subject and therefore producing high quality work Lesson observations and discussion with teachers and subject leaders show that all areas of the curriculum are being implemented effectively Subject Leaders can talk confidently about strengths and areas for development within their subject as well as the rationale for content choices and sequencing Discussion with pupils demonstrates that they are building schema and can recall learning Assessments show that children continue to make progress during periods of remote learning. 	<ul style="list-style-type: none"> Use guidance from “Addressing Educational Disadvantage in Schools and Colleges – The Essex Way” to secure high standards for all pupils but particularly disadvantaged pupils. Subject Leaders (particularly Maths and English Leads) to support teachers in using effective diagnostic assessment to identify children in need of targeted intervention. SENDco and HT to plan and implement intervention strategy to include tuition plan Provide subject leaders with guidance and the time to monitor standards within their subject and plan and implement actions to address areas of need. Provide opportunities for SLs to visit other schools, attend training events, and take part in a variety of other CPD activities connected to developing their subject. Continue to refresh and develop our remote learning contingency plan following DfE guidelines. Provide a 	SLT time and Staff Meeting time to develop strategy for addressing disadvantage Maths / English SL time Tuition support – Third Wave HLTA time Half day per week SL time (HLTA Cover) CPD opportunities Laptops and iPads to support learners	SLT SLs and teachers Maths / Eng SL / Teachers SENDco / HT / All Staff SLs / HLTAs All Staff SLT / SLs / Teachers	Plan / Strategy in place by October 2021 Sept 2021 Plan in place by end Sept Ongoing Ongoing Sept plans reviewed	PP Governor / SLT DH – Curriculum Leader PP Governor / SLT DH – Curriculum Leader HT / Senior Teacher (Part of MA study) HT

**Explore. Believe. Shine.
“The Adventure Awaits...”**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

		clear remote learning plan for parents. Implement this plan if it becomes necessary.	Remote learning Contingency Plan		and refreshed Then as necessary	
--	--	--	----------------------------------	--	---------------------------------	--

January Update

- Initial planning meeting has taken place with Essex Leaders of ‘Addressing Disadvantage’ – discussions around areas of strength and those for development will be used to plan targeted support. Staff and governors have been invited to the launch event after half term.
- Subject Leaders have continued to develop provision to support pupils with gaps in learning. The second half of the training day in January was devoted to working together to ensure that Long Term planning was appropriate and matched need. Laura Moore provided CPD on the revised Early Years curriculum to support subject leaders in understanding more about the foundations of their subjects within Early Years. SEO visits have focused on supporting and developing inexperienced subject leaders (see Rolling Record). HT has been instrumental in developing a South Suffolk Schools Foundation Subject Leader Group to provide support and share good practice – RE and Computing SLs have already been involved in this – other SLs will join a virtual meeting on 27th January.
- Our SENDCO Tracy Bennie provided staff with a questionnaire to gain an understanding of their confidence in supporting the children with SEND. She used her findings from this to provide targeted CPD for teachers from both a class teacher and subject leader point of view. (Every teacher a teacher of SEND – Every Leader a Leader of SEND)
- Teachers have continued to support pupils in line with our remote learning plan using Teams. \$ new laptops were provided to school through the DFE scheme – these have been used by self-isolating pupils when needed.
- SLT have made the decision to implement a school-led tuition programme focusing on maths. Pupils will have 15 sessions in groups of three after school from January to April – 5 teachers are delivering these sessions. Pupils have been selected following discussions at Pupil Progress Meetings.

Behaviour and Attitudes

Evaluation of Current Status:

- The school’s high expectations for pupils’ behaviour and conduct are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Leaders support all staff well in managing pupil behaviour.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- Individual behaviour plans and a solution-focused view ensure that pupils with particular needs are supported to improve their behaviour and attitudes to learning.
- The majority of pupils’ exhibit positive attitudes to their education. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Attendance is improving, the majority of pupils come to school on time. When there is a dip in attendance the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately when all other strategies have proved ineffective.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Key Strengths:

- The recent introduction of school’s positive behaviour policy has ensured that behaviour and attitudes across the school are exceptional. Where pupils find it difficult to maintain high standards of behaviour, they are supported by all staff using a range of positive strategies to make good progress in this area.

**Explore. Believe. Shine.
“The Adventure Awaits...”**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

<ul style="list-style-type: none"> Pupils actively support the welfare of other pupils and make a highly positive contribution to the life of the school. They respect and celebrate the fact that we are all different but should be treated equally. Bullying, harassment and violence are not tolerated. 						
<p>Key Area for Development: To ensure that all pupils are encouraged to develop highly positive attitudes and commitment to their education and become highly motivated and persistent in the face of difficulties. Our key aim is for all pupils to become confident, resilient, and independent learners.</p>						
<p>School Improvement Plan:</p>						
Target:	Milestones and Success Criteria:	Action:	Resources:	Who?	When?	Monitoring
<p>Target 2 To ensure that all pupils are encouraged to develop highly positive attitudes and commitment to their education and become highly motivated and persistent in the face of difficulties. Our key aim is for all pupils to become confident, resilient, and independent learners.</p>	<ul style="list-style-type: none"> The whole school community can articulate our Growth Mindset principles Pupils are observed to demonstrate persistence, motivation, and independence within the classroom Staff confidently implement strategies to support metacognitive and self-regulated learning. Pupils are able to talk about planning, monitoring and evaluating their learning as they work through a task Pupils discuss their future aspirations confidently, understand that they can embrace a wide range of opportunities and show an understanding of the need to work hard to achieve their goals Most pupils behave consistently well and demonstrate highly positive attitudes and disruptions to learning are rare Observations demonstrate that staff are consistently implementing behaviour policy and that their interactions model the culture we have agreed to adopt 	<ul style="list-style-type: none"> Implement a Learning Café with a focus on Growth Mindset / Metacognition and Self-Regulation Develop implementation plan for Metacognition and self-regulated learning – deliver actions within plan Provide professional development for staff – GM and metacognition and self-regulated learning (EEF) Provide information about GM / Metacognition and self-regulated learning within newsletters and on school website Use Jigsaw/mental health audit resources to support identification of specific children in need of targeted well-being support. Provide suitable interventions to improve well-being and build resilience and confidence for these pupils Explore strategies to encourage pupil aspirations – e.g., highlight past pupil successes, explore career opportunities – invite parent in to talk about their jobs, involvement in Children’s University EEF Research Project, links with TGS. Embed ‘Exercising your Yeti’ Strategy 	<p>Refreshments / time to plan / parents HT and SENDCo time (3 days training + prep of plan) Staff Meeting time</p> <p>Audit resources / ELSA supervision / FSP time</p> <p>Children’s University Research project (Y4) Parents / Past pupils.</p>	<p>Teachers / TB to lead</p> <p>SENDco / HT</p> <p>HT / SENDCo</p> <p>HT</p> <p>SLT</p> <p>Teachers</p>	<p>October 2021</p> <p>Ongoing</p> <p>Aut 21</p> <p>Ongoing</p> <p>Sept 2021 ongoing</p> <p>Ongoing</p>	<p>HT / Govs</p> <p>SLT – Learning Walks</p> <p>Govs – Head’s Report</p> <p>Govs</p> <p>SENDco</p> <p>HT</p> <p>HT / Govs</p>

**Explore. Believe. Shine.
“The Adventure Awaits...”**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

	<ul style="list-style-type: none"> Discussion with staff from Secondary School s demonstrate Y6 pupils are well prepared for transition to Y7. 	<ul style="list-style-type: none"> Teachers provide motivating learning opportunities with strong and meaningful links between different areas of the curriculum to secure pupil engagement and motivation. Review Behaviour Policy with all staff. Ensure all staff are implementing approach consistently Gain feedback from Secondary Schools our pupils have moved on to (Mainly TGS) to find out how our children compare in terms of being well-prepared to face the challenges which arise from starting the transition. 	SLT SL monitoring time and support PDDay September HT to meet with TGS Staff	Teachers HT / All staff HT	Linked to curriculum 01.09.21 Ongoing End of Oct 21	Subject Leaders / DHT (Curriculum Lead) SLT Governors (Heads Report)
--	---	--	--	--	--	--

Personal Development

Evaluation of Current Status:

- The curriculum provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. The majority of pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively as well as encouraging them to adopt our core Christian Values as a way to build character. The School Council plays a crucial role in modelling the democratic process and allowing pupils to feel empowered and involved in decision-making and change.
- The school is eager to promote equality of opportunity and diversity more effectively within our sometimes quite insular locality. Our aim is to ensure, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils are becoming more adept at engaging with views, beliefs and opinions that are different from their own in considered ways. They are beginning to show greater understanding of and respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Key Strengths:

- The school’s PSHE and Relationships Education curriculum provides strong support for pupils’ personal development.
- All staff go above and beyond to offer individual support to children with whom they build excellent relationships.

**Explore. Believe. Shine.
“The Adventure Awaits...”**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

<ul style="list-style-type: none"> A range of experiences beyond the national curriculum are offered to pupils to support them in developing their talents and interests encouraging them to expand their horizons. 						
Key Area for Development: <ul style="list-style-type: none"> To effectively promote equality of opportunity and diversity ensuring that pupils understand, appreciate and respect differences in the world and its people and are more adept at engaging with views, beliefs and opinions that are different from their own in considered ways. 						
School Improvement Plan:						
Target:	Success Criteria:	Action:	Resources:	Who?	When?	Monitoring
Target 3 To effectively promote equality of opportunity and diversity ensuring that pupils understand, appreciate and respect differences in the world and its people and are more adept at engaging with views, beliefs and opinions that are different from their own in considered ways.	<ul style="list-style-type: none"> Work scrutiny shows evidence of pupils drawing on resources from a range of cultures Discussion with pupils demonstrates they have a good understanding of tolerance and respect for difference Planning highlights opportunities to explore differences and similarities in views, beliefs and opinions. Pupils are observed to engage in considered debate and discussion in a range of lessons around a variety of themes. SMSC audit identifies a wide range of opportunities for children to explore diversity 	<ul style="list-style-type: none"> Implement 'No Outsiders' resources for weekly assemblies Include opportunities to reflect and discuss diversity within each theme covered in the curriculum. SLT and SLs contribute to SMSC audit Incorporate rich opportunities to discuss and debate ideas within PSHE / RE curriculum particularly. Ensure books selected for study in SFA groups reflect diversity and encourage an understanding of differences Provide opportunities to visit a range of places of worship linked to curriculum themes Explore diversity and equality regularly within assemblies including through national awareness events – e.g., Pride Month / Black History Month / Mental Health Week / Disability Awareness Days Use a range of resources to carry out a thorough equality and diversity audit – implementing actions to address areas of need (to include implementation of robust strategies 	<p>No Outsiders Book and Photos</p> <p>Curriculum Overview / SMSC Audit</p> <p>'1Decision' online resources SFA Resources</p> <p>Transport costs / Places of worship support</p> <p>Assembly resources</p> <p>'Outside the Box' / Beyond Referrals resources</p>	<p>Teachers / SLs</p> <p>SLs / SLT</p> <p>Teachers / HLTA</p> <p>English Lead / Teachers</p> <p>Teachers / RE Lead to support</p> <p>HT</p> <p>SLT / RSE Lead</p>	<p>Weekly from Sept 21</p> <p>Complete audit by end of Sept 2021 Ongoing</p> <p>Termly</p> <p>Link to themes</p> <p>Weekly</p> <p>Audit complete and Action plan</p>	<p>RE / Church School Lead</p> <p>HT – PSHE Lead</p> <p>SFA Lead</p> <p>RE Lead</p> <p>RE / Church School Lead</p> <p>Safeguarding Governor</p>

**Explore. Believe. Shine.
"The Adventure Awaits..."**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

		to respond to Ofsted / DfE guidance on sexual violence and sexual harassment)	Safeguarding network resources		developed by Oct HT	
Leadership and Management						
<p>Evaluation of Current Status:</p> <ul style="list-style-type: none"> Leaders have a clear and ambitious vision for providing high-quality education to all pupils. The school community demonstrates strong, shared values, policies and practice. Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. Leaders engage highly effectively with pupils and parents and others in their community, including, when relevant, employers and local services. Engagement opportunities are focused and purposive. Leaders work hard to take account of the main pressures on staff, particularly regarding workload and respond to these effectively. They are realistic and constructive in the way they manage staff. Leaders protect staff from bullying and harassment. Governors understand their role and carry this out effectively. They ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. Governors ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. 						
<p>Key Strengths:</p> <ul style="list-style-type: none"> Leaders at all levels provide strong support for teachers to ensure that they receive highly effective professional development. Leaders are highly responsive to well-being needs and are quick to ensure that any new initiatives implemented are done so with teacher workload and well-being in mind. A full day of non-contact time for each teacher each week allows them to carry out their Subject Leader duties effectively as well as using their time to develop their own practice in a variety of ways including exploring an inquiry question and peer coaching opportunities. 						
<p>Key Area for Development:</p> <ul style="list-style-type: none"> To ensure that the achievement of pupils is maximised across all subjects through the continued development of focused and highly effective professional development for all staff which consistently translates into improvements in the teaching of the curriculum To develop and embed a clear, ambitious, and cohesive vision which embodies the values of the school community and consistently supports the drive for school improvement. (Governing Body) - To fulfil its statutory duties and hold leaders to account more effectively by developing increasingly robust strategies to gather comprehensive, accurate and useful feedback from all stakeholders 						
School Improvement Plan:						
Target:	Success Criteria:	Action:	Resources:	Who?	When?	Monitoring

**Explore. Believe. Shine.
"The Adventure Awaits..."**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

<p>Target 4 To develop and embed a clear, ambitious, and cohesive vision which embodies the values of the school community and consistently supports the drive for school improvement.</p>	<ul style="list-style-type: none"> Formal vision statement is established, shared, and understood by the whole school community (Discussion with stakeholders) Vision and values are reflected in policies and procedures Governor meeting minutes show vision is central in decision making process Staff behaviours consistently demonstrate the vision in action 	<ul style="list-style-type: none"> SLT to take part in an extensive programme of leadership development through participation in 'Journey to Outstanding' course SLT to undertake actions emerging from training sessions to establish clear vision. SLT to work with all stakeholders to communicate and embed vision 	<p>£10,000 course cost SLT Time (10 days)</p>	<p>SLT</p>	<p>Vision statement by July 2022</p>	<p>Governors</p>
<p>Target 5 To ensure that the achievement of all pupils is maximised through the continued development of focused and highly effective professional development for all staff which consistently translates into improvements in the teaching of the curriculum (See also Target 1)</p>	<ul style="list-style-type: none"> Teachers' records of inquiry question approach to PM demonstrate improved approaches to teaching Teachers can articulate and identify the impact of a range of other forms of CPD on their success in the classroom. Staff achieve and exceed Performance Management targets The teaching of the curriculum and appropriate use of assessment is enhanced because of a focus on effective CPD Pupils achieve higher standards because of improved teaching across all subjects Governor Training records demonstrate Governors are actively seeking CPD opportunities 	<ul style="list-style-type: none"> Implement Performance Management process including use of inquiry questions. Target CPD support for teachers as appropriate Provide time and support for all teachers to achieve professional targets and improve their pedagogical knowledge across all areas of the curriculum. Encourage sharing of good practice as part of weekly staff meeting time including discussion of research findings / documents. Implement 'Olevi' Creative Teacher Programme to impact on high quality teaching (Selected members of staff) All staff are directed towards and encouraged to engage in online CPD opportunities reflecting their own interests and needs. Governors to take up CPD opportunities on offer including whole GB training led by Headteacher / SLT 	<p>Training activity costs + cover</p> <p>HLTA Cover – 1.5 hours per week</p> <p>15 mins staff meeting time weekly</p> <p>Funding for Olevi Programme</p> <p>Online CPD opportunities</p> <p>NGA / Suffolk Gov training opportunities</p>	<p>HT / SLT Business Manager</p> <p>Teachers / HT</p> <p>SLT</p> <p>Teachers</p> <p>All Staff</p> <p>Governors</p>	<p>Oct 2021</p> <p>Ongoing</p> <p>Weekly</p> <p>From Sept 2021</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Govs</p> <p>SLT</p> <p>HT</p> <p>HT / Govs</p> <p>Governors – HT Report</p> <p>Training Governor</p>

**Explore. Believe. Shine.
"The Adventure Awaits..."**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

		<ul style="list-style-type: none"> Develop and implement a school coaching strategy to support staff in working together to improve their own practice 	Time to develop strategy and train staff	HT / SLT / All staff	Strategy in place by Oct HT / begin half termly cycle	Governors
<p>Governing Body Target 6 To fulfil its statutory duties and hold leaders to account more effectively by developing increasingly robust strategies to gather comprehensive, accurate and useful feedback from all stakeholders</p>	<ul style="list-style-type: none"> Governing Body minutes demonstrate that decisions made are based on discussion of accurate feedback from stakeholders as evidenced in records of governor visits Governing Body minutes evidence that leaders are held to account for the quality of education. The school fulfils its statutory duties effectively (as evidenced in policies and procedures and on website) Parental surveys demonstrates that they feel their voice is heard School Council minutes evidence Governor involvement in discussion of important issues within school 	<ul style="list-style-type: none"> Develop and implement a plan for gathering evidence from stakeholders linked to School Improvement Priorities and statutory duties. (Explore the use of social media and other opportunities which may appeal to ‘harder to reach parents’ as a means of gathering evidence) Provide training for Governors to support them in the implementation of the plan – NGA materials / Learning Link modules. Trial a joint Governor Monitoring Day when a group of governors carry out visits at the same time, share findings and discuss implications. (Spring Term) 	<p>Time to develop a clear plan Governor visits</p> <p>Training slot in Oct Govs Meeting NGA / Learning Link modules</p> <p>Governor Time – 18.03.22 8.30 – 1.00 pm</p>	<p>HT / CoG / VCoG All Govs</p> <p>All Govs CoG to lead</p> <p>All Govs / School Staff</p>	<p>First draft by 06.10.21</p> <p>06.10.21</p> <p>18.03.22</p>	<p>SEO</p> <p>HT</p> <p>HT / CoG / VCoG</p>

EYFS

Evaluation of Current Status:

Intent

- The EYFS curriculum is coherently planned and sequenced using arrange of resources (including SFA resources) to provide support and structure. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- Children acquire a wide vocabulary, communicate effectively and secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The Read, write Inc. approach is used to teach early reading and synthetic phonics in a systematic way ensuring that most children learn to read words and simple sentences accurately by the end of Reception.

**Explore. Believe. Shine.
“The Adventure Awaits...”**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

- The school has the same academic ambitions for all children who have not been identified as having particular educational needs. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. Daily maths meetings ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Assessment is effective but not burdensome.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff use 'Tapestry' to provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

Impact

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, the vast majority of children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Key Strengths:

- An engaging curriculum focused on. High quality stories ensure that children are highly motivated and eager to join in activities in EYFS

**Explore. Believe. Shine.
"The Adventure Awaits..."**

**Self-Evaluation and School Improvement Plan for Bures C of E Primary School
September 2021 – July 2022**

<ul style="list-style-type: none"> • They work together well; demonstrating resilience and persistent as they learn. 						
Key Area for Development: To implement the new EYFS Framework to secure a strong impact on what children know, can remember and do ensuring all children do well.						
School Improvement Plan:						
Target:	Success Criteria:	Action:	Resources:	Who?	When?	Monitoring
To implement the new EYFS Framework to secure a strong impact on what children know, can remember, and do - ensuring all children do well.	<ul style="list-style-type: none"> • Percentage of pupils achieving a Good Level of Development is above national percentage • Lesson observations and discussion with pupils demonstrate that children are doing well and building knowledge and understanding systematically • Staff express confidence in their ability to assess against the revised ELGs and provide strong learning opportunities where gaps are encountered. 	<ul style="list-style-type: none"> • Provide CPD for EYFS Team to develop understanding of revised EYFS Framework • Establish links with EYFS Team from another setting to support in developing practice and moderating judgements • Widen implementation of NELI programme funded by DfE to support pupils' language development (RBA to select pupils) • Purchase resources to support improved curriculum opportunities linked to new framework 	CPD for EYFS Team / Training costs Time for visits / Link setting NELI resources / Time for training £2000	HT / EYFS Lead HT / EYFS Team EYFS Team EYFS Lead	By Oct 2021 Establish link by end of Sept 21 From end Sept 2021 Autumn Term	HT Governors English Leader HT