Bursar Primary Academy

HumberEducationTrust

Where everybody counts, every moment matters.

Self-Evaluation Statement September 2024 Updated April 2025

Overall Effectiveness	
Aspect	**Self-Evaluation Judgement**
Quality of Education	Good (A)
Leadership and Management	Good (A)
Behaviour and Attitudes	Good (A)
Personal Development	Good (A)
Early Years	Good (A)/ Outstanding (C)
C = Emerging; B = Expected; A = Exceeding	

Bursar Primary Academy is a Good school because:

- There is a strong sense of community and the school's vision and values are embodied by all staff, governors, pupils and the wider community.
- Senior leaders set high expectations for pupils and staff – these are shared, practised and reviewed. Leaders are knowledgeable, approachable and compassionate.
- Leaders are aspirational in their target setting to ensure that outcomes are in line or above the national average in all areas, including combined results in R, W, M. These are shared with all members of staff.
- The curriculum is effective in enabling children to know more and remember more - we facilitate a 'simmering' curriculum. Our 'Bursar Bespoke' curriculum allows all children to access age-related expectations and achieve to the very best of their ability. We welcome in outside professionals to strengthen curriculum delivery and support staff CPD.
- Children are proud of their achievements and happy to come school.
- Learning environments are nurturing and academically purposeful, with a careful balance between under and over-stimulation.
- We pride ourselves on the relationships that are formed within all areas of the Bursar community.

In order to improve further:

- Our bespoke curriculum now needs to become further embedded; it will be reviewed this year now a full 2-year cycle has been completed.
- Subject leadership will continue to be developed.
- Whole school outcomes in basic skills and ensuring a knowledge rich curriculum will continue to become embedded.
- Provision for vulnerable and disadvantaged pupils (particularly SEND) will continue to be refined.

Contextual Details					
Aspect	**Details**				
Number on roll	306	**Disadvantaged pupils**	22%	**MEG/EAL**	4%
First Language:	The number of pupils at the school with English as an additional language is below the national average (BPA - 4%)				
EHCP:	There are 19 pupils currently with an EHCP (6%); 19% SEND (K) support.				
Mobility:	The level of mobility is low – the vast majority of pupils stay with us throughout their Bursar careers.				
Deprivation:	4% of pupils live in the 1st (highest) deprivation level area.				
School building:	The main school building was renovated in 2017 and was previously a secondary school.				
Looked after:	We have 5 pupils who are CLA/Adopted; 4 Special Guardianship				
Leadership:	Headteacher ➔ Deputy Headteacher ➔ Assistant Headteacher/ EYFS Lead ➔ KS1 Lead, LKS2 Lead (SENCO) & UKS2 Lead				
Staffing:	Teachers: 1 ECT1; 3 ECT2; 6 MPS; 3 UPS and 3 on Leadership Scale (HT, DHT, AHT). Teaching Assistants: 14 FTE				
Finance:	The financial planning for the school is sound (short term and five-year budget forecasting plan).				

This self-evaluation judgement has been made against the criteria of the Ofsted School Inspection handbook (September 2023)

Quality of education

This aspect of the school's work is GOOD

Summary

- All criteria for good are secure and consistent.

Key strengths the school would like to highlight include:

- During their time at school, pupils, including those who are disadvantaged, make at least good progress across the curriculum by knowing more and remembering more. This is because the curriculum plans are well conceived and implemented effectively. Consequently, pupils are well prepared for the next stage of their education. For example, national tests (2023 and 2024) confirm that pupils attain well in core subjects at the end of all key stages and standards are in line or above those seen nationally.
- Since September 2022 and following the appointment of a new senior leadership team, leaders have reviewed and refined subject plans ensuring they are bespoke to the needs of pupils at Bursar. As a result, leaders have developed a carefully sequenced and progressive curriculum that does not narrow at any stage – it meets the requirements of the National Curriculum in full. Leaders recognise that the curriculum is 'never finished' and continue to collaborate with other Trust schools in the pursuit of excellence. Along with core subjects, particular strengths include subjects such as Art and PE.
- When designing the curriculum, leaders have carefully considered how to address potential barriers to pupils' learning. These include a lack of general knowledge especially about their locality, poor speech and language and limited vocabulary. These plans help teachers to understand how to build fluency through deliberate repetition.
- Key substantive and disciplinary knowledge has been mapped out, ensuring teachers are aware of the knowledge that pupils need to know and retain forever. Leaders continue to support staff to develop their understanding of the effective interplay between the two.
- Teachers enact agreed plans and carefully consider how to build on pupils' prior learning when planning sequences of learning.
- Leaders have considered the latest educational research relating to the effective approaches to teaching. This continues to inform on-going CPD and agreed whole-school approaches such as, 'Nothing New, Let's Review.' Teaching and learning has been further strengthened through the Teacher Develop Programme – Effective Teaching Strategies and innovative implementation of teaching approaches promoted by expert, Isabella Wallace.
- Teachers present subject matter clearly, promoting discussion about the topic they are teaching. They check pupils understanding systematically, identify misconceptions accurately and provide clear and direct feedback. In doing so, they respond to and adapt their teaching as necessary. Teachers have become increasingly effective at avoiding cognitive overload by breaking down learning down into manageable parts. This helps pupils to remember more.
- Pupils who have special educational needs do well because of the support they receive. The needs of specific SEND pupils are clearly identified by the SENCO and teachers. Consequently, adaptations are made to ensure this group are able to access the curriculum alongside their peers. For example, the use of visual timetables effectively supports pupils with ASD, the use of technology supports pupils with cognition and learning, and/or visual impairments. Teaching assistants are utilised effectively. Leaders continue to support teachers to further develop their understanding of adaptive teaching and learning.
- Leaders prioritise the teaching of reading. The teaching of phonics and early reading is effective. Leaders implemented a new SSP scheme (Read, Write, Inc) in February 2023 in order to further enhance provision. This has led to an immediate impact with a higher proportion of pupils passing the PSC. The vast majority of pupils entered KS2 in September 2024 able to read fluently and confidently. Training and coaching has enhanced the skills and knowledge of staff. Pupils at risk of falling behind are helped to catch up quickly. Pupil practise reading books which are 100% decodable and are carefully matched to their ability.
- Leaders have carefully selected high quality texts through which teachers teach wider reading. Leaders have considered the DfE reading framework in order to ensure pupils develop a love of reading through a highly effective reading culture. This has progressed further to include a diverse range of subject specific texts.

Areas we need develop further in order to further embed good.

- Continue to develop the coaching model to further enhance nationally recognised training strategies
- Continue to review and refine subject plans

Specific objectives and actions to help us address this – inc. reference to School Improvement Plan

- Teacher/ subject leader CPD.

Evaluation reached using evidence

Published data, internal monitoring records, internal assessment information, external monitoring records, professional judgment.

Factors having a significant impact on this judgement

- The introduction of a new curriculum in 2022; this needs to become fully embedded.
- New subject leads.

Behaviour and attitudes

This aspect of the school's work is GOOD

Summary

- All criteria for good are secure and consistent.

Key strengths the school would like to highlight include:

- Leaders have high expectations of pupil's behaviour and conduct in classrooms and around the school. Pupils respond well. They demonstrate positive attitudes and behaviour both in lessons and during other parts of the school day. Pupils demonstrate positive attitudes to learning, respond positively to feedback and take pride in their work.
- Relationships among staff and pupils reflect a positive and respectful culture. Due to the shared understanding and implementation of the Behaviour Policy, low-level disruption is not tolerated and on the rare occasion it should occur, teachers use their professional judgement to swiftly and effectively address this so as not to disrupt lessons or the day-to-day life of the school; staff are empowered by leaders to manage pupil behaviour well. Leaders ensure a very small number of pupils who require addition support receive bespoke intervention, for example, through the use of Behaviour Support Plans. A clear graduated approach to behaviour was implemented last academic year impacting positively on behaviour expectations. A clear structure regarding behaviour support for teachers is in place – there is a shared responsibility for further improving behaviour culture across the school.
- There is a positive environment in which bullying is not tolerated. On very rare occasions when alleged bulling has occurred, this is dealt with quickly and effectively. Opportunities to raise awareness of bullying are planned both within and outside the curriculum, including Anti-bullying week, E-safety and cyber bullying. As a result, all groups of learners know how to keep themselves and others safe.
- Pupils are safe and feel safe and can talk to members of staff if needed.
- Leaders and all staff in school work proactively with our parental community and outside supporting agencies.
- Leaders and all staff in school remain committed to implementing rigorous procedures for tackling any cases of poor attendance, including having a dedicated Attendance Officer; working with the Trust Strategic Attendance Lead; Strategic Safeguarding and Risk Management Lead, and Local Authority.

Areas we need develop further in order to become outstanding

- To continue to ensure attendance remains above primary national average and continue to reduce levels of PA, including working with parents to limit the number of unauthorised holidays taken in term time.

Specific objectives and actions to help us address this – inc. reference to School Improvement Plan

- Behaviour Curriculum to be implemented from September 2024; My Happy Mind to be implemented from January 2025.

Evaluation reached using evidence

Published data, internal monitoring records, internal assessment information, external monitoring records, professional judgment.

Factors having a significant impact on this judgement

- Reduction in local authority services (particularly educational psychology) make collaborative working for children with complex needs more challenging however as Educational Psychologist has been secured from December 2024.

Personal Development

This aspect of the school's work is GOOD

Summary

- All criteria for good are secure and consistent.

Key strengths the school would like to highlight include:

- The school's personal development programme is carefully considered and effective.
- The RSHE curriculum develops pupils' understanding of how to maintain safe, fulfilling and healthy relationships. The programme ensures pupils learn about different families. The sex education programme ensures pupils are well prepared for changes in adolescence. Parents are consulted on an annual basis. Developing pupils' physical and mental health, through a range of structured lessons and initiatives, provides them with the necessary information to help them make good decisions.
- The school's extensive wider opportunities programme enables pupils to develop and pursue their interests. It also underpins leaders' pursuit of further developing pupils' character and citizenship. All pupils have opportunities to participate in a wide range of clubs, including those who are disadvantaged and those with SEND. Participation rates are high. Examples of the school's extensive extra-curricular programme include Creative Club, Sports Club and Computing Club. Trips, visits and in-school experiences are carefully planned in accordance with subject plans. They also help to promote cultural capital. For example, Wolds Wildlife Park, the local bakery, MKM Football Stadium, York railway museum, church visits.
- In consultation with staff and pupils, leaders have developed a set of values which are bespoke to Bursar. Ensuring pupils have the necessary knowledge they need to prepare them to play a full and active part in society is not left to chance. For example, both the PSHE curriculum and daily interactions between staff and pupils, enables our youngest children to learn right from wrong. Teachers help pupils to develop their knowledge, understanding and tolerance of other faiths, beliefs and religions. Equal opportunities and diversity are promoted throughout our school ethos as well as through our PSHE and Religion and World Views curriculums.
- Pupil's development is broadened through our 7-year 'Cultural Rolling Rota' and further enhanced through our Enrichment Offer.
- Leaders hold the highest expectations, leaving no stone unturned in ensuring all pupils reach their full potential. The school's offer continues to place a significant emphasis on pupils' character development. Pupils are courteous, polite and demonstrate respect for themselves, others and school property. Pupils tell us that they are proud to be part of our school.
- Pupils develop a strong understanding of British Values. Examples include the appointment and role of school councillors through a democratic process. Class charters develop pupils' conceptual understanding of the rule of law at an age appropriate level. A British Values champion (staff member) will be in place to further champion British Values and diversity across the school.
- Through the school's programme, pupils know how to keep themselves safe and how to manage risk. This includes when crossing roads and considering stranger danger. Computing and PSHE lessons to help pupils to understand the opportunities and risks associated with using the internet. E-safety is heavily promoted through policies and practices. Pupils have the opportunity to champion e-safety by taking on roles such as our computing ambassadors.
- All elements of the personal development programme contribute to ensuring SMSC is strong at Bursar.
- Through our links with external services such as Compass Go, the NSPCC, the Police, NHS Dentists, Fire Service, ELSA and FORTIS therapy, we have exposed our children and parental community to a plethora of support providers through assemblies and workshops.
- Our Bursar Value of 'Understanding Uniqueness' supports pupils in engaging with views, beliefs and opinions that are different from their own. Pupils show respect and do not discriminate.
- At Bursar, our curriculum is underpinned by the notion that our children will not only be local citizens, but national and global citizens too.

Areas we need develop further in order to become outstanding

- To further develop pupil and parental voice in order to continue to check the effectiveness of the Personal Development programme.

Specific objectives and actions to help us address this – inc. reference to School Improvement Plan

- Continuous evolving of PDP programme.

Evaluation reached using evidence

Published data, internal monitoring records, internal assessment information, external monitoring records, professional judgment.

Factors having a significant impact on this judgement

- Staff have worked determinedly and diligently to offer our pupil's an exceptional Personal Development Programme which is ever developing.

Leadership and Management

This aspect of the school's work is GOOD

Summary

- All criteria for good are secure and consistent.

Key strengths the school would like to highlight include:

- Leaders have a clear and ambitious vision for providing high – quality education to all pupils. This is realised through strong, shared values, policies and practice and all staff share this vision.
- In line with the EEF Guidance, we adopt a tiered approach to Pupil Premium spending as follows: Quality First Teaching; targeted academic support and wider strategies (including attendance and emotional support for children). As a result, the vast majority of disadvantaged pupils' achievement is in line with other pupils nationally.
- Leaders have a relentless focus on developing the professional skills of all staff and a strong support system for staff and are aware and take account of the main pressure on them. Support for early career stage teachers is supported by a coaching/mentoring model proving effective. Leaders are keen to provide opportunities for staff to develop and progress.
- The school's ethos is embedded in a strongly inclusive culture. There are no instances of off-rolling in the school. The collaborative leadership of SEND is strong.
- Leaders are realistic and constructive in the way they manage staff, including their workload. Including working as a phase to share planning and resources, and the use of workbooks in maths and science; providing subject leader release time.
- Leaders engage effectively with pupils and others in their community including, when relevant, parents, employers and local services. For example, Compass Go, Women's Aid and Navigo. Engagement opportunities are focused and have purpose.
- Governors have a thorough understanding of the strengths and areas of development of the school and hold leaders to account.
- Safeguarding arrangements are effective. There is a strong culture of safeguarding and the school has rigorous policies and procedures to ensure that all pupils and staff are safe. Leaders quickly identify pupils who may need early help or who are at risk of harm. Leaders also help pupils reduce their risk of harm by referring them in a timely way to those who have the expertise to help or working with other agencies to secure necessary support. The recruitment of new staff and volunteers in effectively managed. This includes leaders completing appropriate checks and recording these in accordance with statutory requirements.
- The Trust provides effective support and challenge in terms of school improvement. School and Trust leaders work together to develop innovative and sustainable improvements to the curriculum we offer pupils and the provision in our school.
- Subject Leaders benefit from working with colleagues from across the Trust with opportunities to work collaboratively as part of network groups and a shared IT platform. This enables staff to further develop and improve the quality of teaching and provision in our school. All teachers can access the shared IT platform to share resources with colleagues across the Trust.

Areas we need to develop further in order to become outstanding

- Continue to develop the role of subject leaders so that the quality of education pupils receive becomes outstanding, across all subjects and phases and developing subject leads as 'Champions' for their subjects.

Specific objectives and actions to help us address this – inc. reference to School Improvement Plan

- Supporting new SENCO in role September 2024.

Evaluation reached using evidence

Published data, internal monitoring records, internal assessment information, external monitoring records, professional judgment.

Factors having a significant impact on this judgement

- The Governing Body is established; governors have appropriate skills, experience and knowledge.

The Quality of Education in the Early Years

This aspect of the school's work is GOOD

Summary

- All criteria for good are secure and consistent with emerging elements of outstanding.

Key strengths the school would like to highlight include:

- The vast majority of children start school in our Nursery with skills and knowledge below those considered typical for this age. They make strong gains throughout their time in our early years. Consequently, the proportion of pupils reaching a Good Level of Development is above national.
- High ambitions for all children is shared by all staff; children with SEND achieve the best possible outcomes.
- The quality of teaching during adult-led sessions is very strong. This is because teachers have strong subject knowledge and high expectations that they utilise well to address next steps in learning. As a result, all pupils make good progress.
- The curriculum is highly responsive to the pupil's needs and results in a wide variety of activities, which stimulate interest and curiosity in all areas of learning. It builds on what children already know and enables them to develop the skills necessary for their next stage in their education. Consequently, pupils achieve well and are well prepared for Year 1.
- The environment is well resourced and highly stimulating. Learning activities across all areas of learning, promote purposeful play and are carefully matched to the learning needs and interests of all pupils. Bespoke provision reflects the unique and individual needs of all learners, ensuring they are able to thrive. Staff interactions are of the highest quality.
- The leadership across the Early Years Foundation Stage is highly effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers.
- Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in the daily practise. Relationships are strong. Pupils work and play very happily together both indoor and outdoor.
- The implementation of Read, Write Inc. in February 2023 has further strengthened the teaching of phonics and is rigorous and robust.
- Staff are knowledgeable about the teaching of early mathematics and use a mastery approach which provides a strong basis for future learning.
- Staff take a full and active part in protecting pupils from harm. Safeguarding CPD, risk assessments and first aid qualifications are regularly updated.
- We provide a safe, caring, positive and stimulating environment in which pupils learn and which promotes a social, physical and emotional well-being of each pupil. Pupils share and co-operate well while demonstrating high levels of self-control and respect each other.
- Parents and their children benefit from the wide range of support that the school offers before they enter the school. A very comprehensive transition programme includes a home visit and assessment, which contribute to children settling in quickly.

Areas we need develop further in order to become outstanding

- GLD consistently above average year-on-year.

Specific objectives and actions to help us address this – inc. reference to School Improvement Plan

- Continue to review and refine curriculum in line with SIP.

Evaluation reached using evidence

Published data, internal monitoring records, internal assessment information, external monitoring records, professional judgment.

Factors having a significant impact on this judgement

- A large majority of pupils start school with skills and knowledge which are well below those considered typical for their age, this increases year-on-year.