Bursar Primary Academy

School Improvement Plan

2025 - 2026

HumberEducationTrust

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Key Improvement Priorities 2025-2026

A: To refine recent curriculum developments in English & Maths

Rationale:

- New writing curriculum from September 2024
- Continuous professional development opportunities in English and Maths from the previous and new academic year to investigate and implement
- 5% of pupils reached GDS standard in writing; 8% of pupils reached GDS standard in maths – end of KS2 tests
- 5% of pupils achieved 40/40 in the KS2 arithmetic paper

B: To further embed and refine the wider curriculum

Rationale:

- New 'Bursar Bespoke' curriculum plans were implemented in the academic year 2022 – 2023 – 2-year cycle – this academic year will signify the 2nd full cycle of the 2-year curriculum
- Subject leaders to become proficient in the leadership of their subject/s
- Effective teaching strategies to continue to be embedded; investment in technology school-wide

C: To refine the personal development and wellbeing offer

Rationale:

- MyHappyMind implemented in the latter part of previous academic year, further extended now to include PSHE for this academic year
- New RSE curriculum in place September 2025
- Emotional Wellbeing, Behaviour & Attendance Officer in post
- Sustainability Lead in post

D: To continue to promote inclusion for all

Rationale:

- Increasing number of EHCPs across school; increasing number of pupils receiving SEND support across school
- Working in partnership with the LA
- SENCO non-class based
- Overall whole-school attendance % above NA; overall whole-school PA % below NA (focus on closing attendance gap for vulnerable pupils – social care, pupil premium and SEND)

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Objectives What are the smaller steps that will lead to the achievement of the priority?	**Actions** What will you implement to achieve the objective?	**Success Criteria** How will you measure the achievement of the objective?	**Timescales** When will it be done?	**Who is responsible?**
Writing coordinator (RB) to disseminate expectations regarding next steps in our writing curriculum	• HET/HCAT writing training to continue to be attended • Chunked approach to sharing new knowledge in staff training/INSET sessions with modelled examples shared • Collaborative training/INSET sessions planned to support all teachers in planning and lesson delivery • Writing LTP to continue to include non-negotiable oracy element, focusing on high level vocabulary and effective teaching strategies • Share literature regarding 'Getting Reception Right'; focus on early language development/ ShREC model of back and forth conversations • Refocus on handwriting/ spelling expectations • Year 5/6 phase lead to adapt writing curriculum as necessary to support end of year expectations – extended writing/ stamina for writing – whole school • Planned subject leader monitoring and release time supported by SLT, including learning walks, book scrutinies, coaching, in-house moderation, sharing of good practice, professional discussions, in-house training and Trust-wide training events • Termly data analysis	• % of pupils in each group working at EXS/ EXS+ to increase • Pupil fluency and automaticity in writing to become further embedded – evidence in books (transcription and composition) • Pupil voice demonstrates knowledge acquired • Staff voice demonstrates increased confidence in teaching writing	From September 2025 Half-termly monitoring and evaluation	RB (Supported by KF/SF/MM)
For new reading lead (MM) to evaluate and refine current reading curriculum	• Reading curriculum to continue to be underpinned by key knowledge to be acquired (reading content domains) • Prior experience and expertise of reading lead to be drawn upon • New approaches to lesson delivery to be trialled by MM, analysis and feedback with SLT to support reading curriculum refinements • HET CoP to be attended; knowledge disseminated to staff through training/INSET – 29th April 2026	• % of pupils in each group working at EXS/ EXS+ to increase • Pupil fluency and automaticity in reading to become further embedded – evidence in books • Pupil voice demonstrates knowledge acquired	From September 2025 Half-termly monitoring	MM (Supported by KF)

	• Planned subject leader monitoring and release time supported by SLT, including learning walks, book scrutinies, coaching, in-house moderation, sharing of good practice, professional discussions, in-house training and Trust-wide training events • Termly data analysis	• Staff voice demonstrates increased confidence in teaching reading	and evaluation	
For maths lead (RL) to continue to monitor, refine and further embed maths curriculum	• New non-negotiable expectations regarding times tables practise and arithmetic practice to be shared through staff training/ INSET by maths lead (RL) • Refinements to lesson structure incorporating times tables and arithmetic to be trialled across Y1-6; impact measured • Mastery of Number to continue in EYFS/KS1 – Maths Hub focus for the Spring Term • HET CoP to be attended; knowledge disseminated to staff through training/INSET • Planned subject leader monitoring and release time supported by SLT, including learning walks, book scrutinies, coaching, in-house moderation, sharing of good practice, professional discussions, in-house training and Trust-wide training events • Termly data analysis	• Outcomes of subject leader monitor show successful delivery of maths curriculum and pupil progress • Pupil voice demonstrates knowledge acquired • Staff voice demonstrates increased confidence in teaching/assessing maths • 100% of interventions/teaching groups are set up using accurate assessment information • Increased % of pupils across all year groups achieving EXS/EXS+	From September 2025 Half-termly monitoring and evaluation	RL (Supported by SF)
Resources required (inc financial, CPD, Trust support etc) • Trust-wide School Improvement opportunities • INSET/CPD planned • Curriculum budget set and resources ordered for each class/specific year group dependent on individual subject leader action plans		**Monitoring/evaluating arrangements** (inc leaders, governors and HET) • Weekly staff meeting agenda • Half-termly planner detailing monitoring in-house • Termly governor review of progress against SIP • Link governor visit/s to review monitoring and progress against targets above • HET School Improvement Visits		

B: To further embed and refine the wider curriculum

Rationale:

- New 'Bursar Bespoke' curriculum plans were implemented in the academic year 2022 – 2023 – 2-year cycle – this academic year will signify the 2nd full cycle of the 2-year curriculum
- Subject leaders to become proficient in the leadership of their subject/s
- Effective teaching strategies to continue to be embedded; investment in technology school-wide

Objectives What are the smaller steps that will lead to the achievement of the priority?	**Actions** What will you implement to achieve the objective?	**Success Criteria** How will you measure the achievement of the objective?	**Timescales** When will it be done?	**Who is responsible?**
For subject leads to champion and monitor their individual subjects	• Subject leader action plans to be devised, implemented, analysed and evaluated • Planned INSET/ CPD opportunities including support from external professionals – Isabella Wallace training, promoting effective teaching strategies (refresher for established staff, new knowledge for new staff); Staff CPD log to continue to be completed • HET CoP to be attended by HT and DHT – Teaching Toolkits; knowledge disseminated to staff through training/INSET • HET CoP to be attended by DHT – Expert professional Development; knowledge disseminated to staff through training/INSET • Weekly subject leader briefings planned into weekly INSET agendas, disseminating knowledge acquired from CPD opportunities • Subject ambassadors to be chosen, half-termly opportunities for subject leads to meet with ambassadors – reflection on progress • Planned parental engagement workshops to be held across the year to continue – highly successful last academic year • Curriculum experiences map to be completed and actioned • Planned subject leader monitoring and release time supported by SLT, including learning walks, book scrutinies, coaching, in-house moderation, sharing of good practice, professional discussions, in-house training and Trust-wide training events	• 100% of learning walks and wider monitoring demonstrate effective implementation of the agreed curricula/ teaching strategies • 100% of targets are achieved from subject action plans • Pupil voice demonstrates knowledge acquired • Staff voice demonstrates increased confidence in teaching foundation subjects • Staff CPD log to be completed • Succinct subject reports show detailed outcomes for all pupils, including specific groups of pupils; increasing the number of pupils working at EXS/EXS+	From September 2025 Half-termly monitoring and evaluation	SF Subject leaders All teachers

	• Continue to embed assessments across all foundation subjects – termly reporting to subject leads; explore a school-wide approach regarding an overview of attainment/progress in the foundation subjects • Refresher EVOLVE training regarding off-site visits			
Refine the use of technology across all foundation subjects	• Technology including Chrome books and I-pads (based on last year's audit) has been purchased • Subject leads to explore how technology will be used to promote pupil skills proficiency and knowledge in individual subjects • Computing lead (JA) to evaluate use of new technology • Continue to promote the use of AI to strengthen curriculum content • Incorporate staff training/INSET regarding appropriate use of AI – teacher discretion and knowledge at the forefront, supported by DfE training resources • Positively impact teacher workload and wellbeing through the vigilant use of AI, e.g. Microsoft Copilot	• 100% of learning walks and wider monitoring demonstrate effective use of new technology/ use of AI • Pupil voice demonstrates knowledge acquired • Staff voice demonstrates increased confidence in using technology/ AI	From September 2025 Half-termly monitoring and evaluation	SF Subject leaders Computing leads (JA) All teachers
Resources required (inc financial, CPD, Trust support etc) • Trust-wide School Improvement opportunities • INSET/CPD planned • Curriculum budget set and resources ordered for each class/specific year group dependent on individual subject leader action plans • Releasing staff for monitoring • Budget for curriculum visits, visitors and key experiences		**Monitoring/evaluating arrangements** (inc leaders, governors and HET) • Weekly staff meeting agenda • Half-termly planner detailing monitoring in-house • Termly governor review of progress against SIP • Link governor visit/s to review monitoring and progress against targets above • HET School Improvement Visits		

C: **To refine the personal development and wellbeing offer**

Rationale:

- MyHappyMind implemented in the latter part of previous academic year, further extended now to include PSHE for this academic year
- New RSE curriculum in place September 2025
- Emotional Wellbeing, Behaviour & Attendance Officer in post
- Sustainability Lead in post

Objectives What are the smaller steps that will lead to the achievement of the priority?	**Actions** What will you implement to achieve the objective?	**Success Criteria** How will you measure the achievement of the objective?	**Timescales** When will it be done?	**Who is responsible?**
MyHappyMind wellbeing programme to continue to be delivered weekly across school, now with the addition of MyHappyMind PHSE (MyHappyMind+) Bronze Accreditation – submission underway Spring Term	• Allocated time weekly for the programme to be delivered, opportunities throughout the week to revisit • Pastoral coordinator actively involved in the delivery of the MyHappyMind PHSE curriculum to ensure consistency across the school • Planned subject leader monitoring and release time supported by SLT, including learning walks, book scrutinies, coaching, in-house moderation, sharing of good practice, professional discussions and in-house training	• 100% of learning walks and wider monitoring demonstrate agreed teaching/ delivery of curricula – consistency evident • Pupil voice demonstrates knowledge acquired • Staff voice demonstrates increased confidence	From September 2025 Half-termly monitoring and evaluation	MM & VH (supported by SF) All teachers
Curriculum lead to develop bespoke RSE curriculum (Teaching RSE with Confidence)	• Curriculum lead (SF) to work with PHSE/RSE lead (MM) to implement new RSE curriculum – bespoke and taking into consideration the context of our school • Curriculum plans to be shared with staff • Planned subject leader monitoring and release time supported by SLT, including learning walks, book scrutinies, coaching, in-house moderation, sharing of good practice, professional discussions and in-house training • RSE curriculum out to consultation with parental community – information sharing and workshop to be planned and held • Adoption of new policy (when available) reflecting new DfE guidance – to be ratified by Governors June 2026 • Staff and pupil voice obtained and evaluated	• 100% of learning walks and wider monitoring demonstrate agreed teaching/ delivery of curricula – consistency evident • Pupil voice demonstrates knowledge acquired • Staff voice demonstrates increased confidence	From September 2025 Half-termly monitoring and evaluation	SF & MM All teachers
Emotional Wellbeing, Behaviour and Attendance Officer to work with individual pupils	• Barriers for individual pupils identified, e.g. attendance (EBBSA), uniform, behaviour issues – bespoke interventions/ BSPs in place to support staff and pupils to be successful • Emotional check-ins for pupils available	• Pupil voice demonstrates improved confidence/ wellbeing (attendance % supports this)	From September 2025	DM

	• Monitor through pupil voice/ attendance/ behaviour incidents • Keep lines of communication open with parents		Half-termly monitoring and evaluation	
Sustainability lead (MC) to drive sustainability plan	• Action plan in place • Action plan shared with staff • A whole school 'Eco Commissioner' to be elected (pupil), 'Eco Champions' (pupils) to be elected from each class • Half-termly meetings with Sustainability lead and champions • Monitoring and evaluation of impact against targets in the action plan	• 100% of learning walks and wider monitoring demonstrate agreed teaching/ delivery of curricula – consistency evident	From September 2025 Half-termly monitoring and evaluation	MC
Resources required (inc financial, CPD, Trust support etc) • Purchasing of MyHappyMind + MyHappyMind PHSE • Supporting resources purchased for the delivery of PHSE/ RSE curriculum • Visits/ visitors organised • Meeting between Trust and school regarding Sustainability progress		**Monitoring/evaluating arrangements** (inc leaders, governors and HET) • Weekly staff meeting agenda • Half-termly planner detailing monitoring in-house • SBM meetings • Half-termly meeting between SBM/HT • Trust support and feedback opportunities		

D: To continue to promote inclusion for all

Rationale:

- Increasing number of EHCPs across school; increasing number of pupils receiving SEND support across school
- Working in partnership with the LA
- SENCO non-class based
- Overall whole-school attendance % above NA; overall whole-school PA % below NA

Objectives What are the smaller steps that will lead to the achievement of the priority?	**Actions** What will you implement to achieve the objective?	**Success Criteria** How will you measure the achievement of the objective?	**Timescales** When will it be done?	**Who is responsible?**
• Further implementation of SCRETS/ Fundamentals of Learning curriculum (Maths and English)	• Refresher training for established staff/ training for new staff during INSET 1 – sharing of documentation and curriculums • KF/CD to attend HET provision-based training in the autumn term • Refinement of the SEND register by SENCO • Exploration into the assessment of pupils using SCRETS/ Fundamentals of Learning curriculum • SENCO to continue to use SCRETS/ Fundamentals of Learning curriculum to support teachers in writing IEPs/ SENCO to review/ set EHCP targets across school	• INSET training • Learning walks, book scrutinies, in-house moderation • Positive parent voice • Staff voice shows increased confidence in teaching children with a range of needs • 100% pupils working on bespoke curriculum interventions are making progress	From September 2025 Daily monitoring Weekly monitoring Half-termly monitoring	CD (supported by KF) All teachers and support staff
• Further refinements in SEND provision to ensure the needs of all learners are met and promoted	• SENCO to continue with NPQSENCO qualification • SENCO to oversee, support and monitor SEND provision in school for pupils with MLD/SLD • SENCO to continue to work in partnership with the Local Authority – driving and leading the PINs (Partnerships for inclusion of Neurodiversity in Schools) project this academic year; further work with the LA will hopefully continue regarding an on-site provision base and LA RSP (to be confirmed) • LTPs for the wider curriculum to be further refined for pupils working below the national curriculum expectations (curriculum adaptations to	• Children with SEND will make good or better progress towards IEP/ EHCP targets • Positive parent voice • Staff voice shows increased confidence in teaching children with a range of needs • Learning walks, book scrutinies, in-house	From September 2025 Daily monitoring Weekly monitoring	CD (supported by KF) All teachers and support staff

	be reviewed based on successful visit from SEND Learning Hub/ modelled examples shared) • Bespoke provision to continue to be refined for a minority of pupils with significant SEMH needs • INSET/ training for staff – INSET 1 includes the use of transactional/ in-session visual strips/ photograph/ object reference training • HET CoP to be attended by SENCO – Child Development Continuum; knowledge disseminated to staff through training/INSET • L3 TA SEND Apprenticeships (and beyond) to continue to be supported – KF as mentor for 4 current learners • TA Wellbeing Apprenticeship to be explored • Monitoring of TA intervention delivery to support professional development to be developed further – more formalised observations as suggested from support staff voice	moderation shows evidence of adaptive teaching • 100% pupils receiving interventions are making progress	Half-termly monitoring	
• To continue to drive attendance – meeting or exceeding national attendance expectations for all pupils & reducing % of PA pupils	• Attendance procedures are clearly embedded – continue to promote high levels of attendance school-wide, support families and challenge PA pupils • Focus on narrowing/ closing the attendance gap between vulnerable pupils (social care, pupil premium and SEND) • PA pupils already identified for new academic year and support plans in place • Weekly attendance meetings to continue with Emotional Wellbeing, Behaviour and Attendance Officer (DM), and Senior Attendance Champion (KF) • HET CoP to be attended by Senior Attendance Champion; knowledge disseminated to staff through training/INSET • HET CoP to be attended by Emotional Wellbeing, Behaviour and Attendance Officer; knowledge disseminated to staff through training/INSET	• Whole school attendance continues to remain above primary national average and continues to improve year-on-year (2022 93.36%; 2023 95%, 2024 **95.6%)** Primary NA 94.8%, NEL NA 95% • Persistent absenteeism continues to reduce year-on-year and remains below primary national average (2022 16%; 2023 11.3%, 2024 **10.4%)** Primary PA NA 13.5%, NEL NA 12.9%	From September 2025 Daily monitoring Weekly monitoring Half-termly monitoring	DM/KF All staff
Resources required (inc financial, CPD, Trust support etc) • Budget for SEND/attendance/ behaviour incentives • Berni Moorcroft, Sue Fuller & Phillip Painter support		**Monitoring/evaluating arrangements** (inc leaders, governors and HET) • Termly reporting to governors • EHCP / SEND reviews by LA • SEND support visits from HET • HET School Improvement visits		