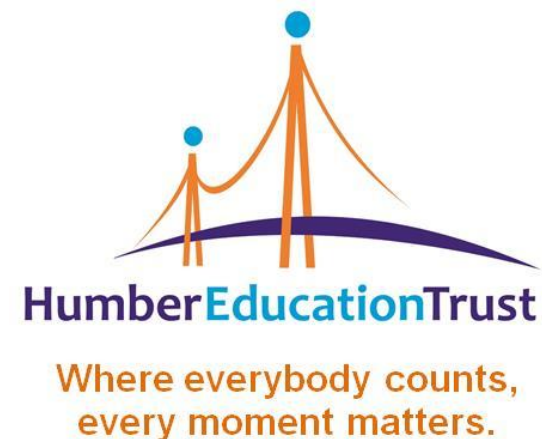


Bursar Primary Academy

School Improvement Plan

2026 - 2027



Key Improvement Priorities

2026-2027

A: Secure consistently high-quality teaching across all classes and subjects

Rationale:

The quality of teaching has the greatest influence on pupil achievement and outcomes. While strong practice exists across the school, there is variability in the consistency of teaching approaches, curriculum delivery, adaptive practice and assessment. Securing a shared understanding of highly effective teaching will ensure that all pupils, regardless of background, need or starting point, experience high expectations, engage deeply with learning and achieve success across the curriculum. A relentless focus on consistency will strengthen pupil progress, attainment, engagement and independence.

B: To develop and establish a high-quality Resource Specialist Provision Base (RSP)

Rationale:

The school is committed to providing an inclusive education in which all pupils can thrive. As the prevalence and complexity of SEND needs continue to increase, there is a need to strengthen specialist provision to ensure that pupils with significant additional needs receive timely, targeted and effective support. Developing a Resource Base Provision will enhance the school's capacity to meet a wider range of needs, provide specialist interventions and expertise, and enable pupils to access both tailored support and meaningful inclusion within the wider school community. This will improve outcomes, wellbeing, independence and preparation for future learning.

C: To secure and strengthen pupils' foundational knowledge and executive function skills so that all learners can access the curriculum successfully, retain and apply learning over time

Rationale:

Effective learning depends upon pupils acquiring secure foundational knowledge and developing the executive function skills required to manage their learning independently. School assessment information, lesson observations and pupil outcomes indicate that some pupils struggle to retain key knowledge, make connections between learning, and independently apply strategies for planning, organising, monitoring and evaluating their work. By explicitly teaching, revisiting and assessing foundational knowledge alongside the systematic development of executive function skills, pupils will become more confident, resilient and successful learners, leading to improved outcomes across the curriculum.

D: To ensure that all pupils, including disadvantaged pupils and those with SEND, attend regularly and make strong and sustained progress from their individual starting points through a broad, ambitious, and enriching curriculum that develops knowledge, skills, character, and aspirations

Rationale:

Analysis of attainment, progress, attendance, and pupil voice indicates variability in outcomes (and attendance) between groups and across subjects. While pupils engage positively with learning, opportunities to access high-quality enrichment experiences are not yet consistently planned, tracked, or evaluated. Research shows that enrichment opportunities enhance engagement, cultural capital, resilience, and achievement, particularly for disadvantaged pupils. By embedding enrichment within curriculum planning and monitoring pupil participation, the school will strengthen progress, raise aspirations, and support pupils to become confident, successful learners.

A: To secure consistently high-quality teaching across all classes and subjects

Rationale:

The quality of teaching has the greatest influence on pupil achievement and outcomes. While strong practice exists across the school, there is variability in the consistency of teaching approaches, curriculum delivery, adaptive practice and assessment. Securing a shared understanding of highly effective teaching will ensure that all pupils, regardless of background, need or starting point, experience high expectations, engage deeply with learning and achieve success across the curriculum. A relentless focus on consistency will strengthen pupil progress, attainment, engagement and independence.

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?
- Strengthen curriculum delivery - Enhance QFT - Develop professional expertise - Strengthen monitoring and quality assurance	- Further embed the Teacher Development Programme and Isabella Wallace training and strategies which include explicit instruction, scaffolded learning, use of modelled and worked examples, retrieval and spaced practice, maximum engagement opportunities - Develop a shared understanding of non-negotiables for high-quality teaching - Improve consistency in adaptive teaching and assessment for learning - Deliver high-quality CPD focused on evidence-informed teaching strategies; CPD opportunities to be appropriately spaced across the year to support teacher cognitive load - Further embed summative assessments across all foundation subjects – termly reporting and analysis by subject leads; cross reference with attainment and progress in core subjects - Planned monitoring and evaluation by SLT (working alongside subject leaders), 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	- High-quality teaching is consistently evident across all classes and subject - Reduced variation in classroom practice - Improved outcomes across all groups of pupils - Clear consistency in expectations evident across subjects - Pupil voice demonstrates knowledge acquired - Staff voice demonstrates increased confidence in teaching writing - Assessment is used effectively to identify misconceptions and adapt teaching - Staff CPD log to be completed - Staff meeting agendas/ INSET opportunities reflect priority areas	From September 2026 Half-termly monitoring and evaluation	SLT All teachers/ support staff
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 develop and establish a high-quality Resource Specialist Provision Base (RSP) for pupils with SEND, ensuring that all learners receive inclusive, effective and personalised support that enables them to access the curriculum, develop independence and achieve their full potential

Rationale:

The school is committed to providing an inclusive education in which all pupils can thrive. As the prevalence and complexity of SEND needs continue to increase, there is a need to strengthen specialist provision to ensure that pupils with significant additional needs receive timely, targeted and effective support. Developing a Resource Base Provision will enhance the school's capacity to meet a wider range of needs, provide specialist interventions and expertise, and enable pupils to access both tailored support and meaningful inclusion within the wider school community. This will improve outcomes, wellbeing, independence and preparation for future learning.

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?
Work in collaboration with the LA and Trust	- Develop a clear vision, implementation plan and operational model for the RSP; including One Page Profile - Understand and take part in the consultation process - Recruit and train specialist staff with expertise in SEND - Design and equip learning environments that meet pupils identified needs - Establish referral, assessment, target-setting and review procedures - Develop personalised curriculum pathways linked to EHCP outcomes and individual aspirations, utilising the Fundamentals of Learning/ SCERTs curriculum/ HET SEND assessment tool - Strengthen collaboration between RSP staff, mainstream teachers and external professionals - Implement robust monitoring systems to measure academic, social, emotional and behavioural outcomes - Engage parents and carers through regular communication, reviews and workshops.	- The Resource Base Provision (RSP) is fully established, staffed and operating effectively (ongoing as per phased planning) - Admission, assessment, provision mapping and review processes are clearly defined and consistently implemented - Pupils accessing the RSP make strong progress against their individual targets and starting points. - Pupils demonstrate increased independence, communication, self-regulation and engagement in learning - Staff have increased confidence and expertise in meeting complex SEND needs - Inclusive practices across the school are strengthened through specialist support and collaboration - Parents and carers report high levels of confidence and satisfaction with the provision - Transition arrangements effectively support pupils moving into, within and beyond the provision.	From September 2026 Half-termly monitoring and evaluation	KF + CD
Resources required (inc financial, CPD, Trust support etc) - Trust-wide School Improvement opportunities - INSET/CPD planned - Curriculum budget set and resources ordered - Classroom resources/ outdoor provision		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 secure and strengthen pupils' foundational knowledge and executive function skills so that all learners can access the curriculum successfully, retain and apply learning over time

Rationale:

Effective learning depends upon pupils acquiring secure foundational knowledge and developing the executive function skills required to manage their learning independently. School assessment information, monitoring and pupil outcomes indicate that some pupils struggle to retain key knowledge, make connections between learning, and independently apply strategies for planning, organising and evaluating their work. By explicitly teaching, revisiting and assessing foundational knowledge alongside the systematic development of executive function skills, pupils will become more confident, resilient and successful learners, leading to improved outcomes across the curriculum.

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?
- Implement new Active Spelling programme – focus on engagement and understanding - Further embed Maths Hub areas of development - Implement new fluency approach - Further embed the SHReC model and Chatta – oracy and vocabulary/ communication focus	Prioritise engagement in learning; social communication and interaction opportunities; early reading (including phonics) and writing (transcription); oracy and vocabulary/ communication; mathematics foundations: - Refresher CPD on the use of the SHReC model – target pupils identified in EYFS; learning challenges reflect opportunities for high-quality interactions - RWI training and coaching (CB/HR) - Maths Hub: focus on problem solving and reasoning opportunities (including challenges/ GDS opportunities), promoting/ daily oracy within lessons to allow pupils to express their reasoning, use of manipulatives (concrete to pictorial to abstract) - Undertake reading fluency training (INSET 1); incorporate fluency opportunities into all reading sessions (KS1 & KS2); utilise fluency rubric to allow for pupil assessment and monitoring of fluency - Chatta embedded from EYFS – Year 6 in all writing lessons (promoting oracy opportunities); further develop the use of Chatta in The Den and across foundation subjects (science to begin with) - Implement Active Spelling programme – focusing on embedding spelling rules, active engagement of all pupils - Integrate strategies to support executive function: explicit teaching of organisation, planning and memory strategies; use of routines and structured approaches; children evident as independent learners - Use regular low-stakes assessments to check understanding evident through pupil voice and in-lesson visits - Re-teach and reinforce key knowledge where needed.	- Pupil voice demonstrates knowledge acquired – pupils retain and build on prior knowledge - Improved independence in learning - Reduction in cognitive overload for struggling learners - High-quality interactions observed in EYFS - RWI coaching undertaken weekly – CB/HR - Training and coaching on areas of development in maths – RL; improved teacher confidence and pupil knowledge/ attainment/ progress in maths - Chatta observed across school in core and non-core subjects - Active Spelling delivered consistently across school	From September 2026 Half-termly monitoring and evaluation	SLT Subject leads (MM – Reading; LS – Early Reading; RL – Maths; SF – Science/ Chatta; CD – The Den/ Chatta) All teachers/ support staff
Resources required (inc financial, CPD, Trust support etc) - Training resources - Coaching schedules - Monitoring and evaluation schedules		Monitoring/evaluating arrangements (inc leaders, governors and HET) - Weekly staff meeting agenda - Half-termly planner detailing monitoring in-house - Trust support and feedback opportunities		

D: To ensure that all pupils, including disadvantaged pupils and those with SEND, attend regularly and make strong and sustained progress from their individual starting points through a broad, ambitious, and enriching curriculum that develops knowledge, skills, character, and aspirations

Rationale:

Analysis of attainment, progress, attendance, and pupil voice indicates variability in outcomes (including attendance) between groups and across subjects. While pupils engage positively with learning, opportunities to access high-quality enrichment experiences are not yet consistently planned, tracked, or evaluated. Research shows that enrichment opportunities enhance engagement, cultural capital, resilience, and achievement, particularly for disadvantaged pupils. By embedding enrichment within curriculum planning and monitoring pupil participation, the school will strengthen progress, raise aspirations, and support pupils to become confident, successful learners.

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?
Drive universal participation whilst promoting equity and inclusion	- Develop a whole-school enrichment strategy and progression map - Audit and track pupil participation using an enrichment via Arbor - Ensure enrichment opportunities are planned within curriculum schemes of work – curriculum experiences map/ enrichment offer. - Target disadvantaged pupils and those with SEND for additional access and support - Monitor impact through pupil voice, attendance data, participation rates, and progress measures – termly data analysis - Celebrate achievements through assemblies, displays, newsletters, and Class Dojo.	- All pupils make at least expected progress from their starting points, with an increasing proportion making accelerated progress. - Progress gaps between disadvantaged pupils, pupils with SEND, and their peers diminish across all year groups. - Enrichment opportunities are explicitly linked to curriculum intent and support pupils' academic and personal development. - Pupil participation in enrichment activities increases, with a particular focus on disadvantaged and vulnerable groups; impact is tracked and monitored. - Pupils demonstrate increased cultural capital, confidence, leadership skills, and readiness for the next stage of education.	From September 2026 Half-termly monitoring	SLT Class Teachers Admin support staff
To increase overall whole school attendance and reduce PA rates	- Continue to drive attendance incentives across school (see Safeguarding Calendar) - Continue to be robust in implementing and promoting attendance policy and procedures across school and with the parental community - Continue to hold weekly attendance analysis meetings – data analysis/ impact/ actions	- Overall school attendance to be above NA and increase from last academic year (94.5% academic year 25-26, NA 94.7% – broadly in line) - PA rate to continue to be below NA but to reduce from previous	From September 2026 Weekly/	KF + DM All teachers

	Focus on narrowing/ closing the gap and improving attendance for SEND and PP pupils. Last academic year: Attendance <table><tr><th>PP</th><th>Non-PP</th></tr><tr><td>92.7%</td><td>95.2%</td></tr><tr><th>SEND</th><th>Non-SEND</th></tr><tr><td>91.6%</td><td>95.7%</td></tr><tr><th>Female</th><th>Male</th></tr><tr><td>94.8%</td><td>94.3%</td></tr></table> Persistent Absence <table><tr><th>PP</th><th>Non-PP</th></tr><tr><td>9.5%</td><td>9.5%</td></tr><tr><th>SEND</th><th>Non-SEND</th></tr><tr><td>13.1%</td><td>8.2%</td></tr><tr><th>Female</th><th>Male</th></tr><tr><td>7.0%</td><td>12.1%</td></tr></table>	PP	Non-PP	92.7%	95.2%	SEND	Non-SEND	91.6%	95.7%	Female	Male	94.8%	94.3%	PP	Non-PP	9.5%	9.5%	SEND	Non-SEND	13.1%	8.2%	Female	Male	7.0%	12.1%	year (13.1% academic year 25-26, NA 13.8%) - SEND attendance to improve; PA rate to reduce - PP attendance to improve	Half-termly monitoring	Admin support staff Support staff
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Resources required (inc financial, CPD, Trust support etc) - Budget for curriculum experiences - Curriculum experiences map, Enrichment offer, Cultural Rolling Rota - Planning time/ risk assessments/ Evolve	Monitoring/evaluating arrangements (inc leaders, governors and HET) - Termly reporting to governors - Half termly data analysis - Pupil voice/ staff voice - Completion of key documentation																											