

# Burnt Tree Primary School Long term School Improvement Plan 2016-2019

<p style="text-align: center;"><b>Our Vision</b></p> <p style="text-align: center;">Burnt Tree is a place where everyone matters!</p> <p>Burnt Tree Primary is a welcoming, safe and friendly school. As an inclusive school, we ensure that everyone is treated fairly and provided with opportunities to achieve their full potential. We seek to motivate and inspire pupils through creative and innovative teaching and learning providing an irresistible curriculum that recognises and celebrates diversity. Working together we will enable our pupils to become lifelong learners who are independent, responsible and respectful.</p> <p>Our professional, approachable staff and Governing Body work in partnership with families to promote enjoyment, achievement and well-being for all of our pupils.</p>	<p>To realise the vision we will have the following priorities:</p> <ul style="list-style-type: none"> <li>• To ensure that leaders and governors create a culture that enables pupils and staff to excel. There is an unwavering high expectation of the conduct of staff and pupils.</li> <li>• The promotion of fundamental British values, are at the heart of the school's work.</li> <li>• To ensure that our pupils are confident, self-assured learners with an excellent attitude to learning.</li> <li>• That our pupils are safe and feel safe at all times. They will have a secure understanding of how to keep themselves and others safe in different situations and settings.</li> <li>• That our teachers will have excellent subject knowledge, use highly effective questioning and will ensure, through marking and feedback, that children know exactly what to do in order to improve their knowledge, understanding and skills.</li> <li>• To ensure that all children, regardless of their starting point, make good progress in a range of subjects including English and maths.</li> <li>• To ensure that outcomes for our pupils are at least in line with national at the end of all key stages.</li> <li>• To have an EYFS that is exceptionally well organised; providing rich, varied and imaginative experiences delivered by inspirational teachers.</li> </ul>
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## Priority Goals

<b>Priority</b>	<b>2016-17</b>	<b>2017-2018</b>	<b>2018-2019</b>
	<b>Total funding: 1,021,918</b>	<b>Projected: 1,111,597</b>	<b>Projected: 1,201,686</b>
<p>To ensure that leaders and governors create a culture that enables pupils and staff to excel. There is an unwavering high expectation for the conduct of staff and pupils.</p>	<p>Leadership across the school is judged to be securely good with outstanding features. Outcomes, especially for disadvantaged pupils are improving throughout the school. The curriculum is inspirational in all aspects - helping pupils acquire knowledge, understanding and skills in a range of subjects.</p>	<p>Leadership across the school is judged to be outstanding. Outcomes, especially for disadvantaged pupils are improving throughout the school. The curriculum is inspirational in all aspects - helping pupils acquire knowledge, understanding and skills in a range of subjects.</p>	<p>Leadership across the school is judged to be outstanding. Outcomes, especially for disadvantaged pupils are improving throughout the school. The curriculum is inspirational in all aspects - helping pupils acquire knowledge, understanding and skills in a range of subjects.</p>

Monitor and review practices to improve whole school attendance.	Whole school attendance is at least 96.5%	Whole school attendance is at least 97%	Whole school attendance is at least 97.5%
The promotion of fundamental British values, are at the heart of the school's work.	British values will underpin the teaching of SMSC in school. It will be clear 'how the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.'		
To ensure that our pupils are confident, self-assured learners with an excellent attitude to learning.	Whole school focus on developing a 'Growth mindset' in order to develop basic abilities through dedication and hard work. Pupils model impeccable behaviour in class. Incidences of low level disruption are extremely rare. Behaviour improves further at lunchtime with more pupils engaged in purposeful activities.	Whole school focus on developing a 'Growth mindset' in order to develop basic abilities through dedication and hard work. Pupils model impeccable behaviour at all times. Incidences of low level disruption are extremely rare.	Pupils at BT all well prepared for the future; they are lifelong learners who strive to reach their full potential.
That our pupils are safe and feel safe at all times. They will have a secure understanding of how to keep themselves and others safe in different situations and settings.	Review and revise safeguarding action plan/audit; adapting as soon as new guidelines are provided.	Review and revise safeguarding action plan/audit; adapting as soon as new guidelines are provided.	Review and revise safeguarding action plan/audit; adapting as soon as new guidelines are provided.
That our teachers will have excellent subject knowledge, use highly effective questioning and will ensure, through marking and feedback, that children know exactly what to do in order to improve their knowledge, understanding and skills.	100% teaching is consistently good with 50% of practitioners regularly delivering outstanding practice by the end of the academic year. Evidence from books shows that children have made good progress and that they have acted upon teacher feedback. Children will be able to confidently articulate their	100% teaching is consistently good with 50% of practitioners regularly delivering outstanding practice by the end of the academic year. Evidence from books shows that children have made good progress and that they have acted upon teacher feedback. Children will be able to confidently	100% teaching is consistently good with 60% of practitioners regularly delivering outstanding practice by the end of the academic year. Evidence from books shows that children have made good progress and that they have acted upon teacher feedback. Children will be able to confidently

	learning and progress over time.	articulate their learning and progress over time.	articulate their learning and progress over time. They will be able to talk about how they drive their learning and set their own targets.
<p>To ensure that all children, regardless of their starting point, make good progress in a range of subjects including English and maths.</p> <p>To ensure that outcomes for our pupils are at least in line with national at the end of all key stages.</p>	<p>All pupils make expected progress in reading, writing and mathematics with at least 35% making better than expected progress over the academic year.</p> <p>The school achieves the targets set for the, Y1 Phonics screen, KS1 and KS2 using prior attainment as a guide.</p>	<p>All pupils make expected progress in reading, writing and mathematics with at least 35% making better than expected progress over the academic year.</p> <p>The school achieves the targets set for the, Y1 Phonics screen, KS1 and KS2 using prior attainment as a guide.</p>	<p>All pupils make expected progress in reading, writing and mathematics with at least 40% making better than expected progress over the academic year.</p> <p>The school achieves the targets set for the, Y1 Phonics screen, KS1 and KS2 using prior attainment as a guide.</p>
<p>To have an EYFS that is exceptionally well organised; providing rich, varied and imaginative experiences delivered by inspirational teachers.</p>	<p>Carryout baseline assessment of pupils entering Reception swiftly and accurately. Continue to ensure that pupils in the EYFS make accelerated progress in all 7 areas of learning. 100% teaching is consistently good with 50% that is regularly outstanding.</p>	<p>Carryout baseline assessment of pupils entering Reception swiftly and accurately. Continue to ensure that pupils in the EYFS make accelerated progress in all 7 areas of learning. 100% teaching is consistently good with 50% that is regularly outstanding.</p>	<p>Carryout baseline assessment of pupils entering Reception swiftly and accurately. Continue to ensure that pupils in the EYFS make accelerated progress in all 7 areas of learning. 100% teaching is consistently good with 50% that is regularly outstanding.</p>