



School Improvement Plan

Summary 2024

Burlais Primary School

**“Working Together,
Learning Forever”**

Things we celebrate...

We provide a **happy, caring, consistent** and **inclusive** environment where most pupils feel **safe, secure** and **valued** to be the best that they can be.

Most of our children develop a **positive attitude** to and **lead** their own learning whilst enjoying **rich learning experiences**.

Most pupils become increasingly **independent** and **confident** whilst showing **empathy and respect** to others and become **ethical** and **informed** citizens of our **local community, Wales and the world**.

ALN provision is a strength of our school. We pride ourselves on our robust commitment to inclusive practice, which aims to support and facilitate the success of all learners.

Wellbeing is at the heart of our school. Most staff and pupils feel happy coming to school and nearly all enjoy learning new things.

The school is at the **heart of the community**. High quality support is offered to pupils, parents/carers and the wider community.

Staff are **excellent role models** who are very well thought of by parents/carers and the wider community.

Summary of our self-evaluation...

- **Leadership** is **effective** at the school
- There is a strong **culture of collaboration**
- **Resources** are **used effectively**
- A **strong, collective vision** is in place which successfully influences our work
- We successfully **involve all stakeholders** in improving our work
- Teacher's successfully select the **most suitable teaching approaches** to support learners to progress
- **Learning and teaching** are **effective** in meeting the 4 core purposes
- **ALN provision is highly effective**, including in the specialist teaching facilities
- **Wellbeing** is at the heart of our school. Most staff and pupils feel **happy** coming to school and nearly all **enjoy learning new things**.
- A **progressive, well planned** and **inspiring curriculum** is in place
- **Learner voice** is **used effectively** to enhance **learning and teaching**
- **Progress is good** for all groups of learners from their starting points
- The school effectively promotes **good physical and mental health**
- **Attendance** is **improving** but is still below pre- pandemic levels
- Strong policies and procedures, which are understood by all, are in place to ensure **effective safeguarding** of the school community.

Things we need to work on...

- **Language, Literacy and Communication:** To improve the use of reading strategies to find information and make meaning
- **Mathematical Development and Numeracy:** To improve pupil use of the 5 proficiencies
- To continue to co-construct a purposeful curriculum that builds systematically on pupils' existing knowledge, understanding, skills and experiences to secure progression as they move through the school.
- To develop an alternative provision for pupils unable to access the mainstream curriculum and environment.
- To establish purposeful assessment procedures that secure pupil progression and achievement



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This is what we achieved last year...

Over a half of pupils now have a reading age in line with their chronological age. This has doubled over the past 12 months.

Pupil number sense is developing well. Pupils are more confident to make connections and explain their thinking verbally.

A whole school reading system has been agreed by staff and is being used effectively to promote reading and develop whole school links to support reading.

High quality professional learning trust trios are in now in place and have been used to successfully improve provision, learning and teaching in Literacy and Maths/Numeracy.

After a thorough review, all Senior Leadership Team roles are fit for purpose and members are now effectively leading their area of responsibility.

Nearly all AOLE's now have key threads identified that are pertinent to our school and show clear progression across all progression steps. This is impacting positively on planning and provision for pupils.

A highly effective cluster approach is now in place to develop progression mapping.

Intervention programmes are now having a positive impact on pupil progress for our pupils with additional learning needs.

A whole school system which is useful, manageable and fit for purpose is now in place to capture learner progress and well-being. This is impacting successfully on provision for pupils

This year we aim to...

- **Language, Literacy and Communication:** To improve the use of reading strategies to find information and make meaning
- **Mathematical Development and Numeracy:** To improve pupil use of the 5 proficiencies
- **To continue to co-construct a purposeful curriculum that builds systematically on pupils' existing knowledge, understanding, skills and experiences to secure progression as they move through the school.**
- **To develop an alternative provision for pupils unable to access the mainstream curriculum and environment.**
- **To establish purposeful assessment procedures that secure pupil progression and achievement**

This is how we will achieve our aims and who will help us...

Ensure our SDP has a sharp focus on improvement in specific areas, which we will review continuously to highlight progress and areas needing further development. This will be done through focused self-evaluation and robust Monitoring, Evaluation and Review. It will involve all stakeholders in our school

Ensure the Governing Body challenges and supports the school's performance and is regularly involved in self-evaluation.

Access support from a range of partners including the school's School Improvement Adviser (SIA) and other partners including CAMHS, Early Help Hub (EHH), Performance Specialists and others.

Improve our reading and mathematics provision, learning from best practice from outside and involving all stakeholders in the process.

Revise our leadership structure to ensure all leaders contribute effectively.

Work with our cluster of schools, and beyond, to ensure progression in our new curriculum.