



Balfour Primary - School Improvement Plan 2023-24

Our Goal is that Highly Effective Teaching and Learning enables “Success for Everyone” where everyone has a sense of Belonging at Balfour.
We aim to achieve our goal through our ABC plan: Achievement: Belonging: Curriculum

Focus: A		Achievement: All children consistently achieve well. Whole school (including identified groups) attainment and progress is at least 10% better for all children and groups when compared with National Data.	RAG		
	A1	The Maths curriculum, pedagogy and teaching develop to ensure high quality outcomes for all children. <ul style="list-style-type: none"> Attainment and progress in key indicators for Maths improve for all children and groups with a focus on underperforming groups e.g. SEND/D and EAL: Target 85% ARE and above 	Au	Sp	Su
Success Criteria	A2	Recent changes to the Writing curriculum are refined and embedded to ensure high quality outcomes for all children that have a real purpose and audience. Target 85% ARE and above <ul style="list-style-type: none"> Writing pedagogy is embedded and used consistently well across the school – lesson visits, planning and resources Writing is purposeful audience levels in writing are high, resulting in improved writing outcomes for all No negotiables in all writing/ Editing 	Au	Sp	Su
	A3	<ul style="list-style-type: none"> Attainment and progress in key indicators for Reading, Writing, and Maths for identified groups (PP, EAL, SEND) improve and 10% higher than similar children locally and nationally 	Au	Sp	Su
	A4	<ul style="list-style-type: none"> The quality of teaching is consistently high, with targeted provision and support evident in all lessons – at least 95% of all teaching and learning is judged to be at least effective 	Au	Sp	Su

Focus: B		Balfour Belonging Culture: Every member of the Balfour community is engaged, valued, and respected through deliberate work to build trusting relationships, invite varied perspectives and courageous conversations, lead with empathy, and stay connected across differences. Warmth and Kindness are at the heart of every action.	RAG		
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Success Criteria	BCU1		<ul style="list-style-type: none"> Behaviour across the community reflects the school values and ethos through consistent use of language and evident in school practice. 	Au	Sp	Su
	BCU2		<ul style="list-style-type: none"> Engagement levels from all members of the community (Pupils, Staff, Parents and Wider community) are high resulting in improving outcomes for all children Measure through improved satisfaction levels in staff/parent surveys and pupil voice	Au	Sp	Su
		Community Balfour is the centre of a community that welcomes and celebrates diversity and the rich mix of differences locally and in the wider world. Our community embraces inclusion as we appreciate each other, broaden our perspectives and cultivate our empathy. Community is the context of every action.			RAG	
	BCO1		<ul style="list-style-type: none"> Increase parental participation through planned opportunities to come into school to experience and celebrate their child/children's learning within the classroom/outside environment so that parents can support their child at home. Increase in number of parents visiting the school. At least 6 opportunities per academic year for parents to visit the school Communication is clear and effective. Review of process, Communication flow diagram is used effectively 	Au	Sp	Su
	BCO2		<ul style="list-style-type: none"> Increased profile of FAB and a strategic plan for supporting the school Increased parental participation in FAB social events 	Au	Sp	Su

Focus: C	Curriculum: A broad and ambitious curriculum, that systematically builds knowledge, is active, follows individual interests and is grounded in real world contexts of our local and the broader community. Our Curriculum is every planned and deliberate action that we take.				RAG	
Success Criteria	C1		<ul style="list-style-type: none"> Curriculum is sequenced and builds on prior knowledge. Curriculum design links subject areas and makes full use of cross curriculum links to embed and use knowledge. Curriculum design contextualises learning within our community. Local trips and visitors are carefully planned to enrich pupils learning. The Climate Change Curriculum is connected across all subjects, Nature School and through assembly content. 	Au	Sp	Su

	C2	<ul style="list-style-type: none"> Children have opportunities in each curriculum area to follow their own line of enquiry and interest Continuous Provision is embedded in the Y1 curriculum.* 	Au	Sp	Su
	C3	<ul style="list-style-type: none"> Curriculum design highlights active and/or outdoor opportunities for each 'unit'. Active and outdoor learning is observed across the curriculum, resulting in high engagement, transferable skills and a love and respect for the environment. 	Au	Sp	Su
	C4	<ul style="list-style-type: none"> The quality of teaching in all curriculum areas is consistently high, with targeted provision and support evident in all lessons (At least 95% of teaching and learning is judged as effective through 360 monitoring). 	Au	Sp	Su

The three areas of focus, ABC, will run through all areas of target setting, action planning and wider school development.

Action Plans

Writing

Reading / Phonics

Year groups

Attendance

SEND

PP / Disadvantaged

Balfour Belonging

Foundation Subjects

Nature School

Diversity and Equality



Personal Development

Anti-bullying

Climate Change

