



## **Balfour Primary School - School Improvement Plan 2025-26**

<b>Strategies:</b>	<p><b>Achievement:</b> All children consistently achieve Above National Standards in every year group. <b>Strong Standard: Achievement (Ofsted 2025)</b></p> <ul style="list-style-type: none"> <li>• Whole school (including identified groups) attainment and progress is at least 10% better for all children and groups when compared with National Data.</li> <li>• Links to Action Plans for Reading, Writing and Maths designed to aim for 85% ARE</li> </ul>
<b>A1</b>	<p><b>Outcomes for Disadvantaged Pupils (DP) to be at least in line with Non-Disadvantaged in our school</b></p> <ul style="list-style-type: none"> <li>• Belonging as learners with particular emphasis for DP and their families</li> <li>• Focus work for all Year Leaders and SMT monitoring</li> <li>• Continued focus on Quality Teaching as a 'warm demander'</li> <li>• Specialise and maximise impact of use of support staff</li> <li>• DP prioritised with interventions both in class and with additional support staff and tracked through Arbor</li> </ul>
<b>A2</b>	<p><b>Spoken Language and Vocabulary Acquisition is taught and used well across the school's curriculum.</b></p> <ul style="list-style-type: none"> <li>• Develop and implement thread of vocabulary acquisition from EYFS through to Yr 6 (EYFS Word of the week / Shared Reading key explicit vocab taught)</li> <li>• Explicit teaching of 'talk' to engage all children across the curriculum. Specific approaches to talk – think/share/challenge.</li> <li>• Links to curriculum- deliberately designed, explicit opportunities for the different disciplines of talk to be practised and demonstrated. (Speakers Trust- how to prepare for talking to an audience).</li> </ul>
<b>A3</b>	<p><b>Learning Behaviours - Children are active participants in their learning within an environment which teaches and supports their learning</b></p> <ul style="list-style-type: none"> <li>• Link to School Values – assembly content and structure to embed and discuss regularly in relation to real school events.</li> <li>• Deliberate teaching of Learning to Learn behaviours</li> <li>• Characteristics of effective learning / learning behaviours recognised and rewarded</li> <li>• Develop a progression and expectation of learning behaviours across the primary age range</li> <li>• School wide focus on Just Right and regulation.</li> </ul>



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<p><b>Strategies:</b></p>	<p><b>Balfour Belonging: Culture and Community</b>  Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skillfully. Pupils show self-discipline and dedication to their learning.</p> <p><b>Strong Standard: Attendance and Behaviour (Ofsted 2025)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>B1</b></p>	<p><b>Behaviours for inclusivity and belonging are modelled throughout the school with a supportive focus on families who do not yet have a strong sense of belonging to our school community.</b></p> <ul style="list-style-type: none"> <li>• All adults show warmth and kindness to all children, families, visitors and each other.</li> <li>• Care is taken to ensure all families are receiving key messages and communication.</li> <li>• Assembly programme focused on school values/FBV, social responsibility/climate change, key days/events, notable people from the past and present to create a culture of respect and belonging.</li> <li>• Ensuring that our curriculum, excursions and experiences are representative of our diverse world</li> <li>• Proactive celebration through community events and tailored staff training</li> <li>• Actively and consistently addressing discriminatory behaviour</li> <li>• School and classroom environments deliberately reflect, celebrate and promote diversity and inclusivity</li> </ul>
<p><b>B2</b></p>	<p><b>Curriculum planning and adaptation to ensure members of the community who do not yet belong, are at the centre of the school offer with a particular focus on equalities and engaging the community as well as the learning</b></p> <ul style="list-style-type: none"> <li>• Equalities working group, ensuring all minority groups within staff, children (amplifying voice group) and families have a voice</li> <li>• Positive role models from the wider community for our young people coaching/mentoring from Varndean.</li> <li>• Audit and review how we communicate with our families who do not have a strong sense of belonging – review website and social media</li> <li>• Continue to offer regular opportunities for families to learn alongside their children/showcase learning</li> <li>• Celebration of children from events and achievements outside of school to inspire children.</li> <li>• Deliberate consideration of opportunities for pupil leadership and Year 6 legacy work</li> </ul>

**“Success for Everyone” in a community with a keen sense of Belonging.**



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<p><b>B3</b></p>	<p><b>CPD opportunities for all our staff</b></p> <ul style="list-style-type: none"> <li>• All CPD supports the school priorities, vision and Values</li> <li>• Individual CPD for all staff linked to appraisal and coaching</li> <li>• Opportunities for staff to work with each other across the school</li> <li>• Opportunities for staff to work across schools as part of TTSA and wider city</li> </ul>
<p><b>Strategies:</b></p>	<p><b>Curriculum:</b>          ...the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended...the curriculum is of a consistently high quality across subjects and year groups.  <b>Strong Standard: Curriculum and Teaching (Ofsted 2025)</b></p> <ul style="list-style-type: none"> <li>• 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 deliberate action that we make.</li> </ul>
<p><b>C1</b></p>	<p><b>Vocabulary acquisition is taught and used well across the school's curriculum.</b></p> <ul style="list-style-type: none"> <li>• Model for teaching new vocabulary across the school in all subjects is used consistently</li> <li>• Correct use of vocabulary is a clear expectation when assessing children across the curriculum</li> <li>• Further develop curriculum to ensure opportunities to 'interrupt the forgetting' are planned to enhance vocabulary retention</li> </ul>
<p><b>C2</b></p>	<p><b>Child interest led and outdoor learning opportunities maximised across the curriculum.</b></p> <ul style="list-style-type: none"> <li>• KS2 focus when reviewing the curriculum considering the National Curriculum review</li> <li>• Tapestry used to record outcomes and communicate with parents in Y3.</li> <li>• Increased opportunities for outdoor learning in KS2 to better match those offered in EYFS/KS1</li> <li>• Space within the curriculum to research and learn about areas of interest.</li> </ul>