



Christmas Update 2018

Our 2018/19 school priorities



1. Raise attainment and progress in reading in order to impact on and raise the standards in writing.
2. Diminish the difference in attainment for disadvantaged pupils in reading, writing and maths.
3. To achieve a typicality in Teaching, Learning and Assessment that reflects a consistently high quality of provision.
4. Improve effectiveness of leadership and management at all levels, establishing and securing partnerships within the Rivers CofE Multi Academy Trust.
5. Raise the profile of Mental Health and well-being among pupils and staff.

1. Raise attainment and progress in reading in order to impact on and raise the standards in writing.

- ✓ "The focus on improving pupils' independent writing is working well. The quality and accuracy of pupils' handwriting, spelling and punctuation are improving. Teachers in all classes teach and model writing effectively so there is greater consistency than previously in the form and structure of pupils' writing." – Ofsted 2018.
- ✓ The new books in the school library have re-invigorated the area. Children are visiting the library more and are exposed to a variety of books, which is resulting in them developing a love of reading.



"The more you read
the more things you know.
The more that you learn
the more places you'll go."
-Dr. Seuss

- ✓ We have increased quality texts used to underpin sequences of learning. This has led to opportunities to write for different purposes and audiences.
- ✓ We have participated in Rivers School Improvement days. This has given us the opportunity to collaborate on planning and continued professional development.
- ✓ We are encouraging daily reading. This means that children are reading more often and discussing the texts they are enjoying.

2. Diminish the difference in attainment for disadvantaged pupils in reading, writing and maths.



- ✓ "Leaders and staff have been successful in improving pupils' achievements in all classes in key stage 2. This includes disadvantaged pupils, most of whom are now reaching or exceeding age-related standards. The difference between their progress and that of other pupils in the school and nationally is reducing." – Ofsted 2018.

- ✓ "There has been a much stronger focus on 'getting the provision right' within quality first teaching by ensuring swift adaptations are made and learning environments are supportive and promote independence in learning e.g. the use of 'Enable Tables' in every classroom provide toolkits, prompts and guides to help pupils self-check and take their learning forward."
– Taken from Pupil Premium Review 2018.





3. To achieve a typicality in Teaching, Learning and Assessment that reflects a consistently high quality of provision.

- ✓ “Leaders and Governors have ensured that there has been significant and marked improvements to the quality of teaching across the school.” Ofsted 2018.
- ✓ The new ‘No Nonsense’ spelling scheme and training has impacted on children. They are developing new strategies for spelling unknown words.
- ✓ A plethora of monitoring tasks have been routinely carried out by the Leadership team, following up actions to further improve practice, attainment and progress.



- ✓ We are part of a ‘Glow Hub’ for developing mastery in Maths. This has seen huge impact and greater opportunities for reasoning and children working at greater depth.
- ✓ We have taken part in Rivers School Improvement days. These have involved learning walks and book trawls with colleagues from other Rivers schools who have been impressed with our provision.

4. Improve effectiveness of leadership and management at all levels, establishing and securing partnerships within the Rivers CofE Multi Academy Trust.



- ✓ The implementation of the robust monitoring schedule has been effective. Outcomes of this has led to continual improvement in practice.
- ✓ The NPQML and NPQSL programmes of continued professional development are being used to further develop leadership skills.
- ✓ “Senior and middle leaders are forming strong partnerships with other school leaders across the trust.” – Ofsted 2018.
- ✓ Middle leaders have taken increasing ownership of School Improvement days. This has developed a clear understanding of where the subject area they lead is and how we will strive forward in the future.
- ✓ We have continued to monitor attendance daily, weekly and termly. We are striving to achieve the government’s expected attendance of 96%. Unfortunately, we are currently below this at 95.9%.



5. Raise the profile of Mental Health and well-being among pupils and staff.

- ✓ Staff have attended relevant training on mental health and well-being. The training has been integrated into the PSHE curriculum and assembly themes.
- ✓ The paper ‘Promoting a Healthy School Guidance’ has been introduced to all staff and has been followed up with updates in teaching and learning meetings.
- ✓ “Leaders, staff and governors have maintained a positive climate for learning.” “Staff value pupils’ work and efforts.” – Ofsted 2018.
- ✓ We have continued our Thrive provision, which has been supported by our PTA who have bought resources for our Thrive room.



Have a merry Christmas and a happy New Year. See you back at school on Monday 7th January.

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