

LEADING EDGE LINKS	ST BURYAN ACADEMY 2022-2023 PRIORITIES		ST BURYAN ACADEMY PRIMARY SCHOOL 2021-2022 PRIORITIES
<p>1.2 Evidence based and accurate school improvement plans: Ensure that schools have got the correct evidence-based improvement plans in place to support attainment and progress outcomes to be above national averages</p> <p>1.3 Curriculum: To ensure that each schools' curriculum is evidence based and contextualised to the needs of the area and cohorts in the school</p>	<p>Priority 1: To raise the progress and attainment of writing in all curriculum areas.</p> <p>Intended impact linked to Leading Edge Values:</p> <p>Evolution: <i>Improved outcomes in writing – end of KS2 data in-line with National Average.</i></p> <p>Excellence: <i>Children have opportunities to access high quality pieces of writing - as well as producing their own high quality writing - in all subject areas.</i></p> <p>Equity: <i>Children on Record of Need have support and tools in place to make expected progress with targets to meet age-related expectations.</i></p>	<p>Opportunities for TRUST support / collaboration:</p> <ul style="list-style-type: none"> - <i>Writing moderation across all year groups at Primary</i> - <i>Year 6 moderation with Year 7 colleagues</i> - <i>Sharing best practice – writing: teach meet</i> - <i>Shared CPD - cross trust priority.</i> 	<p>Priority 1: Following lockdown, to re-establish – and fully implement – clear expectations in terms of behaviour and to support our children's well-being in line with our school vision and ethos.</p>
<p>1.1 Attendance: For attendance in all of the schools to be at least in-line with national averages with an</p>	<p>Priority 2: To raise the average attendance figures across the school so that our end of year average is 96% or in-line with National figures.</p> <p>Intended impact linked to Leading Edge Values:</p> <p>Evolution: <i>Attendance figures rise in-line with averages pre-COVID, pushing to be above.</i></p>	<p>Opportunities for TRUST support / collaboration:</p> <ul style="list-style-type: none"> - <i>Collaborative work across the Trust schools promoting high attendance</i> 	<p>Priority 2: Ensure that the school's curriculum intent and implementation are fully embedded across the school so that teaching and learning</p>

School Improvement Plan 2022-2023
St Buryan Academy Primary School

aspiration to be at least 1% above	<p>Excellence: <i>Historic persistent absences raise their attendance figures resulting in higher outcomes for those, and all, pupils.</i></p> <p>Equity: <i>Persistent absences are supported where appropriate and are given the platform and opportunities to access all of the curriculum.</i></p>	<ul style="list-style-type: none"> - <i>Effective use of Trust-wide Education Welfare Officer</i> 	are consistently of high standards in all curriculum areas, with an emphasis on writing across all subjects.
<p>1.4 Collaboration: Collaborative working to become an integral part of each schools' provision in order to raise attainment and progress within the core subjects and across the wider curriculum. To include collaboration within the Trust and on a global stage (Tanzania).</p> <p>2.2 Effective Trust school improvement systems: An embedded school improvement system which makes best use of strengths to support capacity</p>	<p>Priority 3: To create collaborative provision across the community and Trust as part of the school's provision in order to raise progress and attainment.</p> <p>Intended impact linked to Leading Edge Values:</p> <p>Evolution: <i>Greater collaborative partnerships are established with schools within the Trust, with schools in different contexts and with community groups or organisations.</i></p> <p>Excellence: <i>Meaningful learning opportunities are created to provide our children with the skills to contribute positively to society and raise outcomes.</i></p> <p>Equity: <i>All groups of children have the opportunity for collaborative partnerships and work throughout the year.</i></p>	<p>Opportunities for TRUST support / collaboration:</p> <ul style="list-style-type: none"> - <i>Build on partnerships and collaboration between schools at a pupil level in the form of sporting events, projects and legacy work</i> - <i>Utilise links with community groups within the Trust to further learning, make learning relatable and to give the children a platform in which to contribute to society</i> 	<p>Priority 3: Further strengthen the expertise, practice and overall effectiveness of leaders at all levels, including subject leaders and members of the local academy committee, so that our school is successful in all areas and provides high quality learning experiences for every pupil.</p>

School Improvement Plan 2022-2023
St Buryan Academy Primary School

<p>and improvement in others</p> <p>2.4 Capacity for improvement: Maximise capacity for school improvement through collaboration across the Trust (SCs, RCs, Research School)</p> <p>5.3 Developing Colleagues: Providing learning opportunities to support colleagues to achieve their professional ambitions, perform at their best and deliver school and Trust strategic goals</p> <p>5.6 Progressive and Collaborative working environment: Collaborative working environment: Create a progressive,</p>			
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School Improvement Plan 2022-2023
St Buryan Academy Primary School

collaborative, and healthy working environment by being a disability confident employer and having an employee diversity network and developing a staff benefits offer.			
<p>1.5 Monitoring and Moderation: Robust monitoring and moderation procedures (school and Trust level) are consistently implemented across all schools, ensuring every pupil is supported to achieve their potential across the curriculum</p> <p>1.6 Where quality of teaching is less than good, systems of support, training and quality assurance are put in place quickly to support improvement</p>	<p>Priority 4: To carry out robust monitoring at all leadership levels across the curriculum.</p> <p>Intended impact linked to Leading Edge Values:</p> <p>Evolution: Leaders throughout the school play a meaningful role in monitoring with measurable impact.</p> <p>Excellence: There is measurable evidence that robust monitoring is having a positive impact on the quality of teaching and learning.</p> <p>Equity: Robust and effective monitoring ensures that every child is getting full access to an engaging, full curriculum which generates high outcomes and progress.</p>	<p>Opportunities for TRUST support / collaboration:</p> <ul style="list-style-type: none"> - Link Trustee visits and monitoring - For school leaders at all levels to have the opportunities to develop their own monitoring skills, as well as to support other schools, by carrying out impactful monitoring at schools across the Trust 	<p>Priority 4: To reunite our school community both intrinsically as well as externally in our wider community.</p>

School Improvement Plan 2022-2023
St Buryan Academy Primary School

<p>2.3 Quality assurance and accountability: Create and embed a strategy for internal and external quality assurance and accountability processes which make a difference to school improvement and pupil outcomes. Including ensuring that QA processes are in place to monitor the impact of plans related to outcomes. Are external QA systems acted upon as an opportunity to further improve?</p> <p>3.4 Training and development: Developing systems and processes to ensure trustees and governors continue to deliver good governance by receiving regular</p>			
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School Improvement Plan 2022-2023
St Buryan Academy Primary School

<p>reviews, training opportunities and feedback</p> <p>3.5 Governance Handbook: Production of a professional Trust-specific governance handbook for all trustees and governors – a go to document that contains everything trustees and governors need to know</p>			
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School Improvement Plan 2022-2023
St Buryan Academy Primary School

GOLDEN THREADS: ORACY / SAFEGUARDING / SEND / WELLBEING FOR ALL / 3ES / SMSC / DIVERSITY AND THE BLM AGENDA

Planning and PIE monitoring log using a distributed leadership model (SLT or most appropriate staff lead)

LEADING STAFF MEMBER: Lisa Rendle and Natasha Cross

<p>Priority 1: To raise the progress and attainment of writing in all curriculum areas.</p> <p>Intended impact linked to Leading Edge Values:</p> <p>Evolution: Improved outcomes in writing – target of 60% with ambitions of end of KS2 data in-line with National Average and KS1 with a target of 66% (4/6 children).</p> <p>Excellence: Children have opportunities to access high quality pieces of writing - as well as producing their own high quality writing - in all subject areas.</p> <p>Equity: Children on Record of Need have the support and tools in place to make expected progress.</p>					<p>Evidence base / in response to:</p> <p>-Internal writing data shows that attainment is lower than average.</p> <p>-Our two-year rolling plan ensures that maximum coverage is provided for all children within our mixed year-group classes; therefore, it needs consistency and continuation with some alterations to ensure that we are:</p> <p>a)further develop a robust, effective assessment to inform planning, address misconceptions and support learners</p> <p>b)providing challenge for all pupils</p> <p>c)giving opportunities for children to access and produce high quality pieces of writing across the curriculum</p>		
Purpose			Impact		*Evidence base	PIE Monitoring	Cost
Actions	Rationale	Timeline	Intended	Actual *	Cross reference – doc and date	Who? When?	
CCD Opportunities for staff: a) Stuart Busby Writing b) Dandelion Learning Writing Package	To develop and strengthen staff knowledge, understanding and confidence, ensuring that	a) September 5th 2022 b) October 21st 2022 To implement appropriate	a) To increase confidence in teaching writing and creating high quality writing opportunities for our children within writing. Implementation of ideas for high impact. b) Strategies to implement to include: -teaching grammar			Lisa Rendle Natasha Cross 1) on implementation 2) 6 weeks following training 3) Ongoing at regular leadership times	£1650 (inc both courses)

School Improvement Plan 2022-2023
St Buryan Academy Primary School

	writing progress is rapid and pupil outcomes are met.	strategies in accordance to meeting children's writing needs.	-empowering struggling writers -raising standards in writing				
KS2 English Lead and Intervention teacher to undergo KS2 Phonics Catchup training	To ensure that any phonetical gaps within KS2 children's reading and writing are identified and addressed	To identify those children in need of support immediately and then to use strategies learned at training to aid them.	For children with phonetical gaps to be given the opportunity and teaching to address them and 'catch-up', enabling them to become more fluent readers and writers.			Lisa Rendle Emma Forrest	
Implementation of Literacy Leaves fully within KS1 and to supplement teaching and learning contexts in KS2	To ensure that there is progressive, structured English teaching and learning within KS1 with high quality writing opportunities inspired by a text/book-based curriculum. Literacy Leaves purchased after	To be implemented at the start of the school year.	For a structured, progressive English curriculum to be taught within KS1, leading to greater writing opportunities and higher attainment.			Lisa Rendle Natasha Cross Josh McDonald -Regular reviews of Impact within KS1	

School Improvement Plan 2022-2023
St Buryan Academy Primary School

	consultation with Leading Edge and Five Islands School, where it was implemented successfully with high outcomes.						
Cross-curriculum writing opportunities to be maximised to ensure that children are accessing and producing high-quality writing in all subject areas.	For English and writing not to be limited to 'English lessons' and for a strong culture of writing to be taught in all subject areas; promoting writing as a valuable skill.	To be factored into planning from September 2022.	For children to produce high quality pieces of writing and for it to be celebrated across the curriculum. A good example of this would be the use of 'double-page spreads' as a means of assessment in foundation subjects.			Josh McDonald plus collaborative monitoring opportunities across all staff	

**update regularly as an impact log of actions – as a leader and in SLT meetings*

School Improvement Plan 2022-2023

St Buryan Academy Primary School

LEADING STAFF MEMBER: Josh McDonald

<p>Priority 2: To raise the average attendance figures across the school so that our end of year average is 96% or in-line with National figures.</p> <p>Intended impact linked to Leading Edge Values:</p> <p>Evolution: <i>Attendance figures rise in-line with averages pre-COVID, pushing to be above.</i></p> <p>Excellence: <i>Historic persistent absences raise their attendance figures resulting in higher outcomes for those, and all, pupils.</i></p> <p>Equity: <i>Persistent absences are supported where appropriate and are given the platform and opportunities to access all of the curriculum.</i></p>					<p>Evidence base / in response to:</p> <p>-Lower attendance records across the school during and immediately post-COVID</p> <p>-Lower end of Key Stage data at 1 and 2</p> <p>-The need to increase oracy skills amongst children</p>		
Purpose			Impact		*Evidence base	PIE Monitoring	Cost
Actions	Rationale	Timeline	Intended	Actual *	Cross reference – doc and date	Who? When?	
For continued focus on children's health and well-being through a range of strategies such as: -Forest School for all children -Pastoral interventions -Staff to undergo supporting Mental Health training via National College	To ensure that children's well-being is a priority, with them wanting to be in school; knowing that it is a safe, happy place where they can thrive.	For strategies to be implemented at the start of the year with regular reviews on impact of attendance.	For the whole school's attendance to rise to that it was pre-COVID, in line with the national average. Children to realise the importance of their on well-being and mental health and what the school does to promote this.			Josh McDonald	

School Improvement Plan 2022-2023
St Buryan Academy Primary School

Colloborative work with the school's Education Welfare Officer (Peninsula Education) to support parents and children with their attendance in school.	To support parents and children with attendance and to hold those accountable where and when necessary. Support letters to be sent from EWO if required.	Termly review with EWO.	For parents to be held accountable for children's attendance and to be supported if appropriate; leading to improved attendance.			Josh McDonald	
Review attendance of individuals and groups fortnightly and share these with stakeholders.	For parents to be aware of the school's current attendance in fortnightly newsletters, or for those parents of persistent absences to be contacted privately in order to work collaboratively to raise attendance.	To be implemented at the start of the school year.	For parents to be provided with up-to-date attendance figures in order to support and help raise them to meet target figures.			Josh McDonald	
To assign a member of the Local Academy Committee (LAC) to have responsibilities for attendance in order to maintain an overview of procedures in relation to attendance.	For our LAC to be follow out their key attendance responsibilities: <ul style="list-style-type: none"> Promote the importance of school attendance across the school's policies and ethos Make sure school leaders fulfil expectations and statutory duties Regularly review and challenge attendance data Monitor attendance figures for the whole school 	From September 2022.	For our LAC to support our drive towards higher attendance figures and to fulfil their responsibilities regarding attendance within their role.			Josh McDonald LAC appointed member	

School Improvement Plan 2022-2023
St Buryan Academy Primary School

	<ul style="list-style-type: none"> • Make sure staff receive adequate training on attendance • Hold the headteacher to account for the implementation of this policy 						
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**update regularly as an impact log of actions – as a leader and in SLT meetings*

School Improvement Plan 2022-2023

St Buryan Academy Primary School

LEADING STAFF MEMBER: Josh McDonald

<p>Priority 3: To create collaborative provision across the community and Trust as part of the school's provision in order to raise progress and attainment.</p> <p>Intended impact linked to Leading Edge Values:</p> <p>Evolution: <i>Greater collaborative partnerships are established with schools within the Trust, with schools in different contexts and with community groups or organisations.</i></p> <p>Excellence: <i>Meaningful learning opportunities are created to provide our children with the skills to contribute positively to society and raise outcomes.</i></p> <p>Equity: <i>All groups of children have the opportunity for collaborative partnerships and work throughout the year.</i></p>					<p>Evidence base / in response to:</p> <ul style="list-style-type: none"> -Awareness that because of school size and geographical location means that collaborative learning can sometimes be restricted. -The desire to engage our community more within school life and within our curriculum. -The continuous drive to provide a real, relatable curriculum that engage all stakeholders and gives our children unique learning experiences, drawing on the world around them. -The want to prepare children for life after school, for them to shatter glass-ceilings and become valuable members of society on a local and global level. 		
Purpose			Impact		*Evidence base	PIE Monitoring	Cost
Actions	Rationale	Timeline	Intended	Actual *	Cross reference – doc and date	Who? When?	
For collaborative partnerships to be established between schools within the Trust to enhance learning opportunities.	The need and desire to form working relationships between schools in order to give our children access to greater collaborative opportunities, leading to more project-based learning and higher attainment in all curriculum areas.	Various projects to take place throughout the year.	For children's confidence, team-work and self-belief to increase due to collaborative work as well as learning outcomes across curriculum areas. Upcoming Dance and Wave Project collaborative opportunities are prime examples of projects designed to increase participation, develop confidence as well as progress and raise attainment across the curriculum.			Josh McDonald	

School Improvement Plan 2022-2023
St Buryan Academy Primary School

To strengthen relationships between ourselves and our local secondary schools in order to ease transition for upper key stage 2 children and to access high-quality, subject-specific teaching for our children and to develop our own staff.	Sport at St Buryan has always been celebrated, however, following lockdowns we wish to give the children opportunities in a sporting context that surpass what was previously offered so that our children have access to a wide range of sports, can learn and develop their skills in a sport-specific environment, delivered by specialists in that sport; also allowing our staff to develop their own confidence and skillset by working in collaboration with coaches.	Opportunities formed and provided throughout the year.	<p>-For staff to develop their own knowledge, confidence and skillset when delivering specific sports.</p> <p>-For children to develop their own physical literacy, to have opportunities to learn at perform and sporting arenas, access to high quality coaching; therefore, raising participation and outcomes within Physical Education.</p>			Helen Ayotte	
To utilise the community around us in order to draw on any expertise, resources or facilities to advance learning, make learning relatable and engaging to our children.	To ensure that our children are knowledgeable about their communities so that they can become positive members of society whilst using the world around us – both in the form of any experts in their fields, buildings and environment – to deepen, strengthen and promote learning to all of our children.	To be utilised across the year depending on learning contexts.	<p>-For children to become valuable contributors to their own societies.</p> <p>-For progress and attainment to be raised due to engagement of learning as well as the depth and quality of teaching.</p>			Josh McDonald	
For staff to work in collaboration	To ensure that our staff are accessing and contributing to examples of best practice, developing their own knowledge and	From September 2022.	Our staff to continuously develop their own practice as well as contribute to the development of teachers			Josh McDonald	

School Improvement Plan 2022-2023
St Buryan Academy Primary School

with colleagues across the Trust with the intention of providing the best quality teaching and learning possible for the children of St Buryan Academy. This may be in the form of: -Subject Area Research Circles -Teach Meets -Monitoring -Shared planning -Leading projects	understanding and are at the forefront of providing the best learning for our children.		across the Trust; in turn providing the best teaching and learning so that our progress and attainment is raised in both the short and long term.				
To form partnerships with schools in different contexts to ourselves on a local, national and global scale in order to give our children more cultural awareness, to develop their	To help our children see the wider-world, experience different cultures and walks of life and to work together with children of the same age but within different contexts to their own.	From September 2022.	For children to work collaboratively, set themselves high aspirations and broaden their horizons; which will then lead to the creation of wider curriculum opportunities to aid progress and attainment in across a variety of subject areas.			Josh McDonald	

School Improvement Plan 2022-2023
St Buryan Academy Primary School

own growth and development.							
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**update regularly as an impact log of actions – as a leader and in SLT meetings*

School Improvement Plan 2022-2023
St Buryan Academy Primary School

Priority 4: To carry out robust monitoring at all leadership levels across the curriculum. Intended impact linked to Leading Edge Values: Evolution: <i>Leaders throughout the school play a meaningful role in monitoring with measurable impact.</i> Excellence: <i>There is measurable evidence that robust monitoring is having a positive impact on the quality of teaching and learning.</i> Equity: <i>Robust and effective monitoring ensures that every child is getting full access to an engaging, full curriculum which generates high outcomes and progress.</i>					Evidence base / in response to: -More robust monitoring needing to be in place to ensure that the best possible teaching and learning is taking place. -For our LAC to have higher impact on the school's continuous development. -Following lower data, the need to ensure that every child is getting full access to the curriculum, allowing them to achieve and reach their potential.		
Purpose			Impact		*Evidence base	PIE Monitoring	Cost
Actions	Rationale	Timeline	Intended	Actual *	Cross reference – doc and date	Who? When?	
For LAC members to have access to the relevant training in regards to monitoring.	There are LAC members joining the board as of September 2022 who may require training to fulfil their monitoring role effectively.	To be in place for September 2022.	To ensure that monitoring is carried out to the highest quality in order to have the maximum impact on the quality of teaching and learning and to develop the school.			Josh McDonald	
For LAC members to carry out monitoring in-line with the Trust's monitoring schedule.	The need for our LAC to carry out monitoring responsibilities in order to aid the continuous development of the school.	In accordance to the Trust's LAC monitoring timetable.	For monitoring to positively impact the quality of teaching and learning within the school, as well as ensuring that Safeguarding and SEN not only fulfil statutory requirements but are carried out to the highest possible standard.			Josh McDonald	
For leaders at all levels (Head of	The need to ensure all subjects are monitored effectively in order to support staff and children as well as	From September 2022.	-For all leaders to have a greater insight into their own subjects and to support			Josh McDonald	

School Improvement Plan 2022-2023
St Buryan Academy Primary School

School, SLT, subject leaders) to carry out regular monitoring and to ensure that it impacts the quality of teaching and learning positively.	guarantee that teaching and learning is maximised.		development where required. -To ensure that teaching and learning is of at least expected standard, but ideally surpassing this.				
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<i>School Ethos</i>	<i>Examples of being met (update regularly)</i>
Believe	-Replaced 'learning objective'. -Termly Believe, Achieve, Aspire days designed to develop self-belief, celebrate achievement and raise aspirations.
Achieve	-Replaced 'success criteria'. -Child-led priorities
Aspire	-Replaced 'next steps'. -Careers opportunities in Summer Term for UKS2. -Pupil Leadership Team.

<i>Trust Values</i>	<i>Examples of being met (update regularly)</i>
Excellence	-Link to ethos. -High expectations and attitude to learning set by staff. -Link to celebrations.
Evolution	-Ability to be open to, embrace change and drive the school forward. -To be at the forefront of educational thinking through collaborative work. -Aspirational thinking, developing a growth mindset and preparing children for life after school.
Equity	-Celebrating diversity: BLM, LGBT+, minorities and shattering glass ceilings. -A curriculum and extra-curricular opportunities accessible for every child. -Democratic values, principles and ideas throughout the school at all layers. -A culture of respect, tolerance and understanding throughout the school.

School Improvement Plan 2022-2023
St Buryan Academy Primary School