



St Buryan Academy Primary School
Believe, Achieve, Aspire

School Improvement Plan 2020-21

Signed:

Head of School

Chair of LAC



Associated Trustee	ST BURYAN 2020-2021 PRIORITIES	ST BURYAN 2019-2020 PRIORITIES
P1:	Priority 1: To develop a rich and balanced curriculum allowing high quality teaching and learning experiences, that all children can access, strengthening subject leadership and to ensure that it is delivered and implemented in a way that maximises learning.	Priority 1: To raise attainment and progress in maths across the school; particularly in Key Stage 2.
P2:	Priority 2: To promote mathematical inquiry raising attainment and progress across the school, particularly in Key Stage 2.	Priority 2: To develop passionate and enthusiastic readers and writers, leading to higher attainment in both reading and writing.
P3:	Priority 3: To develop passionate and enthusiastic readers, leading to higher attainment in both reading and writing.	Priority 3: To accelerate the progress of SEN children, ensuring that their progress and attainment is at least in line with the National Average.
P4:	Priority 4: To encourage and facilitate self-motivated learners through the promotion of growth-mindset and positive well-being, equipping the children with the tools (both physical and mental) to allow for more independent, accelerated learning.	Priority 4: To investigate and then make a firm decision on whether or not the school shall join a multi-academy trust.
Due to Coronavirus lockdown much of the 2019/20 SIP was curtailed – key aspects that remain school priorities are to be continued into the new academic year.		

2020 – 2021: Priorities Driving School Improvement

Priority 1: To develop a rich and balanced curriculum allowing high quality teaching and learning experiences, that all children can access, strengthening subject leadership and to ensure that it is delivered and implemented in a way that maximises learning.

- Fully practise and embed a curriculum intent which is shared by all staff, is evident in teaching and learning and meets the school's ethos and ambitions for every child to access a broad and rich curriculum which inspires their learning, intuition, and allows them to thrive in all aspects of learning: academically, personally, emotionally and socially whilst recognising the 6E's values of LEAP.
- Ensure a clear and consistent approach to subject leadership which develops high quality subject leaders in all areas of learning.
- All teachers have the skill-set, expertise and knowledge to deliver the curriculum to the highest possible standard.
- Adopt and embed Leading Edge Academy Partnership's values and core concepts alongside our own within our curriculum.

Priority 2: To promote mathematical inquiry raising attainment and progress across the school, particularly in Key Stage 2.

- Ensure that maths teaching throughout the school is coherent, consistent and is structured.
- To implement and regulate the use of our maths 'non-negotiables'.
- To promote mathematical inquiry by encouraging independent learning.
- To incorporate outdoor, real experiences into our maths teaching, making learning real, relatable and engaging to all learners.
- Increase the fluency skills of our learners through dedicated fluency teaching.
- Rigorously track all learners to identify children who are not meeting expectations and use a range of strategies to ensure that they 'catch-up and keep-up'.

Priority 3: To develop passionate and enthusiastic readers, leading to higher attainment in both reading and writing.

- Reevaluate how reading is delivered across the school, in turn promoting a love of reading mentality which reflects in the growth in writing quality through both key stages in all areas of learning.
- Implement whole class guided reading sessions throughout the school, beginning in Key Stage 2 and rolling out to Key Stage 1.
- To teach specific reading skills within timetabled reading sessions.
- Allow for, and to provide, creative and engaging ways to promote reading through various means (challenges, reading days)
- To ensure that all classes are promoting the use, reading and listening of challenging texts that can be used in cross curricular contexts.
- To carefully select texts for whole class novels that enhance vocabulary, support comprehension skills, engage all learners and is applicable to the children's learning.
- Implement phonic intervention support for all Year 2 and Year 3 children.
- Subject leads in English to collaboratively develop our reading and writing policy and curriculum, ensuring consistency and progression that ensures the appropriate coverage across the school; to be built upon developing a passion for reading.

Priority 4: To encourage and facilitate self-motivated learners through the promotion of growth-mindset and positive well-being, equipping the children with the tools (both physical and mental) to allow for more independent, accelerated learning.

- To establish our ethos - Believe, Achieve, Aspire - making it at the core of our teaching and learning whilst incorporating the values of LEAP (The 6Es): Ethical, Excellence, Equity, Empathy, Evolution, Endurance within school life and the children's oral and emotional vocabulary.
- To implement strategies such as outdoor learning and Forest School opportunities which allow children to thrive in and out of the classroom, taking learnt skills and applying them to different contexts, in turn developing their confidence, self-belief, appreciation of themselves, recognition that they can surpass their own expectations of themselves and follow their own lines of inquiry with the intention of making learning more real, recognisable and for children to recognise their worth and the value of education and sense of ethics.
- To use catch-up funding in order to purchase Google Chromebooks (enough for one each in Key Stage 2), improving the quality of ICT provision, opening up more computing curriculum and allowing us to be at the forefront of technology; therefore increasing the high standards of teaching and learning and giving children the tools and skills to follow their own independent learning and lines of inquiry. Furthermore, these tools and skills will provide children with the ability to evolve and stay current with the ever-changing landscape around them.
- For staff to be aware and considerate towards the importance of mental-health, positive well-being and growth-mindset not only in regards to the children of the academy, but also amongst each other and themselves developing compassionate, empathetic learners who strive for excellence.
- Opportunities for staff development: mental-health awareness courses, TIS practitioner, growth-mindset courses that promote equity, empathy and the ability to support the children after lockdown.
- For British Values, especially tolerance and mutual respect, to be incorporated into what is taught and demonstrated in the values of the whole school community highlighting the importance and appreciation of different cultures, beliefs and history allowing the children to develop and promote equity.

<p>Priority 1: To develop a rich and balanced curriculum allowing high quality teaching and learning experiences, that all children can access, strengthening subject leadership and to ensure that it is delivered and implemented in a way that maximises learning.</p> <ul style="list-style-type: none"> • Fully practise and embed a curriculum intent which is shared by all staff, is evident in teaching and learning and meets the school’s ethos and ambitions for every child to access a broad and rich curriculum which inspires their learning, intuition, and allows them to thrive in all aspects of learning: academically, personally, emotionally and socially whilst recognising the 6E’s values of LEAP. • Ensure a clear and consistent approach to subject leadership which develops high quality subject leaders in all areas of learning. • All teachers have the skill-set, expertise and knowledge to deliver the curriculum to the highest possible standard. 	<p>In response to:</p> <ul style="list-style-type: none"> - Implementation of new curriculum prior to lockdown (Evolution) - Subject leadership to be of high quality to ensure teaching and learning is at its optimum and in preparation for Ofsted inspection framework (Excellence) - Desire of staff to create better expertises in given subjects and to continue their professional development (Excellence) - Our own desire as a school to provide the best teaching and learning possible through a coherent, fully accessible and high quality curriculum (Evolution and Excellence)
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Milestones – what will have been achieved?	Actions and Success Criteria	Desired impact	Leaders/ Monitors	Cost	Notes
<p>Autumn 2020 The school’s ethos of Believe, Achieve, Aspire will be embedded within the curriculum and children’s learning. The Subject leaders will begin curriculum</p>	<p>‘Believe, Achieve, Aspire’ is recognised by the school community and all stakeholders as our values; it is incorporated into teaching and learning opportunities daily as well as unique ‘Believe, Achieve, Aspire’ days built on learning new skills and promoting the vision and values of LEAP.</p> <p>Subject and area leaders will carry out curriculum audit.</p>	<p>Children will exceed expectations they have set themselves and those that were set by others previously. They will have high aspirations towards their school life and beyond – this will reflect in progress and attainment.</p>	<p>JM/NC</p>		

<p>audits in their area of learning.</p> <p>Teachers ensure that a high quality virtual classroom is created in the event of any remote learning needing to take place.</p> <p>Subject and area leads to use progression documents to ensure clarity and coverage.</p> <p>New PSHE curriculum ready to be implemented.</p> <p>Baseline assessments carried out to use as a starting point in order to track progress and to identify gaps in learning after school closures.</p> <p>Fluid interventions established to address gaps in learning evident from baseline assessments and teacher assessment.</p> <p>Purchase of assessment and</p>	<p>Remote education policy produced.</p> <p>Area leaders to update monitoring and progression documents.</p> <p>Purchase and implementation of new PSHE curriculum in Jigsaw. Staff to have training on the delivery of it.</p> <p>Teachers to complete baseline assessments in core subjects.</p> <p>Interventions set-up to help support children with gaps in knowledge from lockdown and school closure.</p>	<p>Analysis of curriculum coverage to ensure all Programmes of Study have the required coverage.</p> <p>Should it be needed, an online platform (Google Classrooms in the first instance) will be created for each class with high quality learning provided. Investigate the use of Seesaw for homework using their virtual learning environment.</p> <p>Through sharing with staff, success is celebrated and areas of weakness are developed. Ensure consistence and fluency throughout key stages and the school.</p> <p>A consistent and transparent PSHE curriculum that runs throughout the school and inline with the PSHE expectations for Summer 2021.</p> <p>Learning gaps identified and used to help inform groups and individuals in need of support.</p> <p>For children to have the necessary support to allow them to 'catch-up' and then keep up.</p>	<p>JM and area leads</p> <p>JM and Teachers</p> <p>Area leads</p> <p>JM</p> <p>Teachers</p> <p>NC/RM</p>		
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<p>monitoring tool (iTrack) so that progress and attainment can be recorded.</p> <p>Topic Talk session – curriculum project tuning for Spring term.</p> <p>Spring 2021 Senior Leaders will have taken aspects of the Cornerstones curriculum, scrutinised the coverage of each subject’s programme of study and created our own curriculum maps for each area of learning ensuring that T&L is consistent, coherent and coverage is fully met throughout year groups and key stages.</p> <p>Use of knowledge organisers shared with parents and class pages are in line with current areas of learning.</p>	<p>To set-up and use iTrack as an assessment and monitoring tool to track the progress and attainment of all children and identified groups.</p> <p>Introduce Curriculum Project Tuning sessions.</p> <p>Area leads begin to create their own curriculum maps on a 2-year rolling programme ensuring that over the two years in a class that all Programmes of Study are met.</p> <p>Stakeholders are aware of current learning throughout the school and children’s learning is reinforced at home by use of knowledge organisers.</p>	<p>A coherent and consistent assessment tool to be used across the school to help monitor the performance of children in all areas of learning.</p> <p>Teachers formally support each other in planning and critiquing of their topic to give a more ‘whole-school’ input into planning topics and a more collaborative approach into curriculum development.</p> <p>Subject leads develop a personalised curriculum map that is unique to our school and has the values of St Buryan Academy and LEAP at the centre of it.</p> <p>Higher level of home/school engagement, leading to further engagement from home in a child’s learning.</p>	<p>JM/LAC</p> <p>Teachers</p> <p>Subject leads</p> <p>Teachers</p>		
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<p>Introduction of essential questions to introduce topic and hook learners.</p> <p>To hold Progress Meetings reflecting on Autumn assessments establishing interventions and actions to support or challenge children.</p> <p>Topic Talk session – curriculum project tuning for Spring term.</p> <p>Summer 2021 From Spring assessments intervention groups are highlighted.</p> <p>The SLT and LAC are happy with the progress made in the curriculum, teaching and learning and subject leadership and are confident that the curriculum delivery has surpassed that of pre-COVID.</p>	<p>Teachers begin their topic with an essential question that links all learning throughout the topic.</p> <p>Following termly data drops for class teacher(s) and teaching assistant to meet with SLT to discuss outcomes and areas of development in individuals and groups of children.</p> <p>As previous</p> <p>Intervention programmes set-up to support and gaps in knowledge and to correct any misconceptions in the final term before end of year assessments.</p> <p>Through area leaders feedback to LAC, end of year assessments, questionnaires and monitoring, the LAC are able to make judgements of the effectiveness and quality of the curriculum.</p>	<p>Immediate hook and interest of children and other stakeholders. For more opportunities for children to follow their own lines of inquiry and develop their independent learning as they seek to answer the question.</p> <p>For these meetings to aid recognition in groups or individuals that may need intervention programmes set up to either support or stretch and to fuel discussion as to why children may not be meeting standards and how they can be supported.</p> <p>To see clear progress between each data drop and for children highlighted in interventions meeting age-related expectations.</p> <p>A scrutiny and critique of our evolving curriculum is carried out as quality assurance and ongoing development.</p>	<p>JM and teachers</p> <p>JM/NC</p> <p>NC</p> <p>JM/LAC</p>		
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<p>Subject and area leaders are making a positive contribution to the curriculum.</p>	<p>The development of our area leaders has led to them playing an active role in ensuring our curriculum is evolving and offering the best possible learning opportunities possible through the creation of action plans, monitoring and evaluating.</p>	<p>The curriculum has been moulded and shaped by our leaders after they have acted upon areas of development within it.</p>	<p>Area leads</p>		
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<p>Priority 2: To promote mathematical inquiry raising attainment and progress across the school, particularly in Key Stage 2.</p> <ul style="list-style-type: none"> • Ensure that maths teaching throughout the school is coherent, consistent and is structured. • To implement and regulate the use of our maths ‘non-negotiables’. • To promote mathematical inquiry by encouraging independent learning. • To incorporate outdoor, real experiences into our maths teaching, making learning real, relatable and engaging to all learners. • Increase the fluency skills of our learners through dedicated fluency teaching. • Rigorously track all learners to identify children who are not meeting expectations and use a range of strategies to ensure that they ‘catch-up and keep-up’. 			<p>In response to:</p> <ul style="list-style-type: none"> - Implementation of Mastery Maths curriculum (Evolution) - Low attainment in maths (60% met ARE compare to 79% in comparative schools). - Desire of staff to create better expertises in given subjects and to continue their professional development (Excellence) - Our own desire as a school to provide the best teaching and learning possible through a coherent, fully accessible and high quality curriculum (Evolution and Excellence) 		
<p>Milestones – what will have been achieved?</p>	<p>Actions and Success Criteria</p>	<p>Desired impact</p>	<p>Leaders/ Monitors</p>	<p>Cost</p>	<p>Notes</p>
<p>Autumn 2020 All classes will be teaching consistent coherent lessons using White Rose Maths as a foundation.</p>	<p>Teachers will use our non-negotiables to deliver lessons that ensure that coverage, teaching and structure is consistent throughout the school enabling children to meet their age-related expectations and achieve the small-steps as outlined in the planning.</p>	<p>For the teaching of maths throughout the school to be of a consistently high quality and for children to be clear of what is expected of them.</p>	<p>JM/LK</p>		

Baseline assessments will be carried out to identify learning gaps.	Teachers to carry out their termly data drops and analyse data in progress meetings with SLT to discuss actions in closing any gaps in individuals or groups.	For teaching and class teams to be aware of gaps in learning following lockdown and plan effectively to support children.	Teachers		
Intervention groups will be formed using baseline and teacher assessments.	Intervention programmes will be set up and planned carefully to allow those children with any learning gaps to access the support needed to meet expectations.	For children with any gaps in learning to catch-up and keep-up	Teachers		
Maths lead will carry out subject audits and monitoring	The Maths Lead will ensure that there is consistency throughout the school through observations, book looks, conversations with children and analysing any data. This will lead to clear, coherent lessons throughout the school allowing all children to opportunity and platform to meet and exceed expectations.	For teaching and learning to be monitored, fed-back and for advice to be acted upon in order to raise standards.	LK/JM		
Lessons will follow our non-negotiables as outlined by Maths Lead	The non-negotiables set out will give teachers a clear and concise structure for planning and give children the opportunity to experience fluency, reasoning, problem solving and practical activities daily.	Teachers are clear on the structure of lessons and use these to optimise learning. In turn, children are clear on the lesson structure and know what is expected of them.	Teachers		
Staff will undergo WRM training	Staff will have carried out WRM training, specifically on split year groups, to allow them to effectively deliver WRM content to their classes.	For teachers to be confident in the delivery of Maths Mastery in their year group and ensure it is taught effectively.	JM		
National Outdoor Curriculum Maths lessons will be introduced at all year groups	Teachers implement an extra 90 minutes a week of outdoor curriculum learning with the intention of making learning more 'real', relatable and accessible to all children. The growth in confidence within children will reflect in progress within the subject.	For all children, but particularly those who may struggle with learning in the classroom, to access high quality outdoor learning and to become aware of mathematics in all aspects of life; for them to then apply learnt skills to work in the classroom.	Teachers		
Increased opportunities for fluency within lessons	Teachers factor in fluency time within their lesson structure to allow children to regularly build on arithmetic; allowing them to recall facts and concepts in order to build on the fundamentals of maths and apply it to their reasoning.	For children to be confident in the key concepts of mathematics at their age group and to be able to use chosen strategies to successfully solve problems.	LK/Teachers		

<p>Calculation Policy to be reviewed</p>	<p>Regular opportunities to review our calculation policy allow us to make decisions based on the needs of the children and to keep current with the latest mathematical thinking.</p>	<p>For the school to implement a Calculation Policy that is coherent, clear and is referred to when teaching new methods.</p>	<p>JM/LK</p>		
<p>Spring 2020 Area Lead to carry out 'Sustaining Mastery Training' through NCETM</p>	<p>Training allows our Maths Lead to stay with the current curriculum and implement strategies within school ensuring that after the implementation of our Maths Mastery, that we can sustain it. Gives opportunities for networking and continuous development for staff members.</p>	<p>For staff to develop, continue to improve and act upon areas of recommendations in order to optimise learning; ensuring that our maths curriculum and teaching stays current.</p>	<p>LK</p>		
<p>Autumn term assessments used to identify learning gaps and to inform intervention groups</p>	<p>Teachers to carry out their termly data drops and analyse data in progress meetings with SLT to discuss actions in closing any gaps in individuals or groups.</p>	<p>For assessments to show recognisable progress since children have re-entered school.</p>	<p>Teachers</p>		
<p>One to one devices in KS2 to allow for more intervention opportunities; both in terms of supporting and extending children</p>	<p>One to one devices will provide the children with more personalised learning and the opportunities for more independent interventions, whether it be extending or supporting them. For many, it will make learning more accessible and allow them to follow their own lines of inquiry.</p>	<p>For their to be a noticeable improvement on children's independence in Maths and a recognition of children's progression in applying ICT skills to enhance their learning.</p>	<p>KS2 teachers</p>		
<p>Implementation of iTrack to rigorously assess data and to identify individuals and groups</p>	<p>All teaching staff to log assessments in iTrack and for it to be used to help analyse progress and to inform planning.</p>	<p>For teaching teams to be aware of gaps in learning and to be proactive when planning lessons or support.</p>	<p>Teachers</p>		
<p>Use of iTrack to inform planning and intervention opportunities</p>	<p>As above.</p>	<p>As above.</p>	<p>Teachers</p>		
<p>Area lead to monitor use of Calculation</p>					

<p>Policy throughout the school</p> <p>Area lead and Key Stage Leads to audit the subject, monitor lessons and carry out book looks</p> <p>Summer Term Area lead to carry out monitoring of subject and provide action plan for 21/22</p> <p>Spring term assessments used to inform interventions and advise planning</p> <p>Rigorous use of iTrack to monitor progress and attainment, to help guide intervention and lesson planning</p> <p>The Calculation Policy is reviewed to highlight its effectiveness and how it has been applied throughout each year group</p>	<p>For the school's Calculation Policy to be current and coherent and for the lead to carry out whole-staff CPD on effective use of the Calculation Policy.</p> <p>To ensure that all year groups have consistency in presentation, that all children are having the opportunities to access fluency, reasoning and problem solving pitched at a suitable level. To ensure that the standard of maths teaching and learning is of high quality.</p> <p>Monitoring ensures that all aspects of maths teaching and learning is of the highest quality whilst the action plan allows opportunities for reflection on successes and areas for development.</p> <p>Teachers to carry out their termly data drops and analyse data in progress meetings with SLT to discuss actions in closing any gaps in individuals or groups.</p> <p>The use of iTrack by teaching staff will give insights into certain groups or individuals that are not meeting ARE or making desired progress.</p> <p>The Calculation Policy and methodology needs to be current, in-line with the latest mathematical thinking and relevant to the children of the school, if needs be it will be updated upon its review.</p>	<p>That the Calculation Policy is being used and applied when delivering new methods.</p> <p>For continuous staff development to take place and for all teaching staff to ensure that the teaching and learning that they are responsible for is of the highest possible standard.</p> <p>For an action plan to be clear in our next steps of development in the subject.</p> <p>For assessments to show recognisable progress since Autumn term.</p> <p>For teaching staff to use iTrack effectively as a tool to monitor attainment and progress; then to use that information to strategically inform planning, interventions and next steps.</p> <p>For the school's Calculation Policy to be at the fore-front of primary Maths education.</p>	<p>JM/LK</p> <p>LK/JM/NC</p> <p>JM/LK</p> <p>Teachers</p> <p>Teachers</p> <p>LK/JM</p>		
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<p>Annual review of maths curriculum carried out by Area Lead and fed back to SLT and LAC.</p>	<p>The SLT and LAC are able to make judgements on the effectiveness and quality of the maths curriculum based upon the annual review, school outcomes and feedback from staff and pupils.</p>	<p>For all of the relevant staff and LAC to be aware of areas for further development in the subject but also to recognise success stories throughout the year.</p>	<p>LK/JM/N C/LAC</p>		
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<p>Priority 3: To develop passionate and enthusiastic readers, leading to higher attainment in both reading and writing.</p> <ul style="list-style-type: none"> • Reevaluate how reading is delivered across the school, in turn promoting a love of reading mentality which reflects in the growth in writing quality through both key stages in all areas of learning. • Implement whole class guided reading sessions throughout the school, beginning in Key Stage 2 and rolling out to Key Stage 1. • To teach specific reading skills within timetabled reading sessions. • Allow for, and to provide, creative and engaging ways to promote reading through various means (challenges, reading days) • To ensure that all classes are promoting the use, reading and listening of challenging texts that can be used in cross curricular contexts. • To carefully select texts for whole class novels that enhance vocabulary, support comprehension skills, engage all learners and is applicable to the children’s learning. • Implement phonic intervention support for all Year 2 and Year 3 children. • Subject leads in English to collaboratively develop our reading and writing policy and curriculum, ensuring consistency and progression that ensures the appropriate coverage across the school; to be built upon developing a passion for reading. 	<p>In response to:</p> <ul style="list-style-type: none"> - Reading and Writing scores being below comparative schools at the end of KS2 (R= -3%/W= -18%) (Evolution and Excellence) - Subject leadership to be of high quality to ensure teaching and learning is at its optimum and in preparation for Ofsted inspection framework (Excellence) - The want for all children to enjoy reading for pleasure, raising the profile and developing a love for reading (Equity and Empathy) - To respond to areas of development in terms of guided reading, giving the children more opportunities to read in a variety of contexts (Evolution)
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				Ofsted focus on reading and highlighted as a national focus following lockdown (Excellence)	
Milestones – what will have been achieved?	Actions and Success Criteria	Desired impact	Leaders/ Monitors	Cost	Notes
<p>Autumn 2020</p> <p>Key Stage 2 trialling Whole Class Guided Reading (WCGR) and then rolled out to Year 2 by October half term.</p> <p>English leads to carry out audit of our current English curriculum with a focus on reading and writing.</p> <p>Timetables formed to include dedicated time for WCGR.</p> <p>Each class to have a novel driven by their topic and to ensure there is time for the children to listen to reading daily.</p> <p>English leads to formulate Action Plan highlighting areas for improvement (see</p>	<p>WCGR is rolled out with year 3-6, initially for a daily 30 minute session, using texts from Ashely Booth’s suggested texts. Engagement in guided reading is increased and participation of all children has risen. Following the trial, a judgement is made whether or not WCGR can be rolled out to other year groups and still taught in this way.</p> <p>Audits highlight the standard and quality of teaching and learning taking place in all classes, where there may be coverage gaps and what actions need to be taken to improve the level of teaching and learning.</p> <p>WCGR is made a regular fixture in the timetable and is recognised by children in importance. The structure and timetabling emphasises the worth of reading in the school’s curriculum and the delivery reflects a passion and enjoyment for the subject.</p> <p>For teachers to choose texts that are challenging, engaging and carefully selected to appeal to all readers – especially those that may be reluctant readers. Texts will link with the topic and inspire children to develop their own thirst to read; allowing children to read is proven to increase the listener’s reading accuracy, speed, vocabulary, pronunciation and comprehension as well as being a moment to reflect, relax and enjoy.</p> <p>The action plan gives the school and teaching team the steps to improve, recognise areas of development, keep teaching current and raises the standards of teaching and learning.</p>	<p>To raise the comprehension skills within all children, particularly upper Key Stage 2 and with inference questions. The delivery of these sessions should promote a passion for reading and exposure to various text types meaning children have more opportunities to find texts that they enjoy.</p> <p>Teaching and learning is at the highest standard it can be, areas of development are identified and addressed.</p> <p>The importance of reading is recognised by the whole school community and the inclusion of it drives an interest and enthusiasm.</p> <p>Texts inspire our readers and allow them to access greater vocabulary, expand their comprehension, listen to reading being fluent and expressive, how to pronounce certain words and importantly: enthuse them and allow them to enjoy reading.</p> <p>For the continued development and improvement of teaching and learning within English.</p>	<p>LK/LR/E W/RM</p> <p>LR/NC</p> <p>Teachers</p> <p>Teachers</p> <p>NC/LR</p>		

<p>English Action Plan for more detail).</p> <p>SLT and Area Leads to monitor the coverage of the Cornerstones curriculum and make adaptations to suit the needs and knowledge of our children.</p> <p>To provide children with a wide variety of both fiction and non-fiction texts that are challenging, engaging and promote a passion for reading.</p> <p>For interventions to be set-up using baseline assessments and teacher’s professional judgement.</p> <p>To introduce ‘Read Theory’ to upper Key Stage 2 reluctant readers.</p> <p>For catch-up phonic interventions to be set up for Year 2 children taking the Autumn Screening Check and</p>	<p>For the Area Leads to delve into the Cornerstones English curriculum and scrutinise it’s coverage, then make recommendations to teachers on how to address any coverage gaps and supplement it with their own judgements.</p> <p>For the level of reading engagement to rise in all children and all year groups. Books are carefully selected to appeal to all readers and allow them to experience suitable challenge and success.</p> <p>Informed by teacher’s professional judgements and initial baseline assessments, teachers plan and set-up targeted interventions to allow children to catch-up and then keep-up.</p> <p>Upper Key-Stage 2 children to trial Read Theory intervention.</p> <p>Following baseline assessments and children’s attainment in sessions, Year 2 children are identified who may need extra support with any missed</p>	<p>Using Cornerstones as a platform, for the school to develop its own English curriculum that is unique, personal to our school and learners, covers all aspects of the curriculum and allows children to access and achieve the highest possible standard.</p> <p>Children develop a love for reading, carefully select texts that challenge and enthuse them and therefore inspire their writing.</p> <p>For interventions to allow the children involved to catch-up and keep-up.</p> <p>Read Theory will promote a confidence in reading ability, appeal to our reluctant readers and help equip them with the skills necessary to analyse texts.</p> <p>For Year 2 and 3 children to have access to the phonic teaching they would have had</p>	<p>NC/LR</p> <p>Teachers</p> <p>Teachers</p> <p>NC/LR/E W</p> <p>Teachers</p>		
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<p>for Year 3 children who did not complete Year 2 phonic teaching and where gaps have been identified.</p> <p>Spring 2020 Engage parents and stakeholders with our focus on reading and model a love of reading.</p> <p>Reading assessments used alongside iTrack to identify gaps in comprehension, where progress has been made and intervention groups to focus on.</p> <p>The introduction of one to one devices to accelerate reading progress and knowledge.</p> <p>Focus on Year 1 phonic interventions to accelerate progress and ensuring all sounds are taught, known and applied in</p>	<p>phonics and knowledge gaps. Intervention programmes give children the knowledge and support to catch-up.</p> <p>Through social media platforms, assemblies, videos, newsletters and home/school engagement, parents and LAC promote a love of reading in the community.</p> <p>Assessments, both formative and summative, are used to identify children that may have any learning gaps or types of comprehension question that cohorts may need support with.</p> <p>Devices are used to give children access to more texts and to online based intervention programmes. The engagement of some reluctant readers will be increase with the introduction of devices.</p> <p>Intervention groups set up based on teacher judgements from phonic sessions within class. Gaps identified and addressed.</p>	<p>prior to lockdown, ensuring any gaps that may have developed are addressed.</p> <p>For parents to engage with the focus on reading, support its importance in life and in the curriculum in terms of learning but also enjoyment. Our school community will become aware of the role reading plays in all aspects of life.</p> <p>For identified individuals and groups to be given the opportunities and skills to achieve age related expectations.</p> <p>For there to be more opportunities to target children with personalised learning. The devices will appeal to certain groups and learners. There will be more accessibility for pupils and a wider range of texts to access.</p> <p>For children who mat have gaps within phases to have the necessary support and teaching to eradicate them.</p>	<p>JM</p> <p>Teachers</p> <p>JM</p> <p>NC/JK/R M</p>		
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<p>preparation for Year 1 Phonic Screening.</p> <p>Implementation of hand-writing scheme.</p> <p>For staff to investigate writing schemes with the intention of trial and implementation.</p> <p>Area lead and Key Stage Leads to audit the subject, monitor lessons and carry out book looks.</p> <p>For Spring Term’s ‘Believe, Achieve, Aspire Day’ to have a reading and writing focus.</p> <p>Summer Term Area lead to carry out monitoring of subject and provide action plan for 21/22</p> <p>Spring term assessments used to inform interventions and advise planning</p>	<p>Various handwriting schemes considered and one selected, then implemented. Consider shemes other LEAP schools use and impact this has on writing.</p> <p>For the school to implement a writing scheme that fits the needs of the school and ensures that the school is using a consistant and effective writing model across year groups, raising the standards of writing in all children.</p> <p>Area Leads to ensure that the delivery of reading and writing is of the expected standard, that our English ‘non-negotiables’ are being used and that children are being challenged and supported in their lessons whilst covering all areas of their curriculum.</p> <p>SLT and Area Leads arrange our next ‘Believe, Achieve, Aspire Day’ to inspire all children. Consider using author(s) to lead sessions designed to focus on writing, journalists and other professions that may involve writing a range of text types.</p> <p>For Area Leads to develp an action plan that will aid in our continued improvement in Reading and Writing, allowing us to stay current and to give the children of St Buryan the best possible learning experiences.</p> <p>Assessments, both formative and summative, are used to identify children that may have any learning gaps or types of comprehension question that cohorts may need support with.</p>	<p>For consistency in handwriting across the school. Evidence shows that an “automatic or subconscious control for handwriting frees up ‘thinking’ parts of the brain for other cognitive skills associated with learning.”</p> <p>A marked improvement in writing skills, attainment and progress.</p> <p>The standard of teaching and learning is of the highest possible standard and that this is evidenced in not just English but other subjects allowing for reading and writing skills.</p> <p>For children to be re-inspired with their reading and writing and having the experience to see writing in action; applying learnt skills in their own writing.</p> <p>Teaching quality to continuously progress and not stagnate, for teaching and learning to be current and for children to not only met age related expectations but to be given the opportunities to succeed at greater depth.</p> <p>Firstly, for there to be noticeable progress in all students but then for any students</p>	<p>Teachers</p> <p>Teachers (LK/NC)</p> <p>JM/NC/LR</p> <p>JM/NC/LR</p> <p>NC/LR/JM</p> <p>Teachers</p>		
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<p>Rigorous use of iTrack to monitor progress and attainment, to help guide intervention and lesson planning</p>	<p>Effective and regular use of iTrack allows us to pick up any children not making the desired progress and consider how this can be addressed through planning of lessons and interventions.</p>	<p>not meeting ARE to be given the opportunities to do so.</p>			
<p>Pupil Progress meetings review – have the children identified post-lockdown filled gaps and made the expected progress?</p>	<p>To help identify individuals and groups of children and work collaboratively to address gaps, planning opportunities for identified children to achieve ARE.</p>	<p>For iTrack to be used as a tool to monitor but also to inform and to see the impact it has on recognising progress and attainment as well as acting upon areas of learning that need addressing.</p>	<p>Teachers</p>		
<p>Analysis of phonics screening and identify areas for development.</p>	<p>Identify children who will be resitting the screening and where any common gaps may be so that these can be addressed in future sessions.</p>	<p>To collaboratively address the needs of individuals or groups that need support.</p>	<p>SLT/Teachers</p>		
<p>Analysis of end of KS2 Reading paper and identify gaps in knowledge to act upon.</p>	<p>Analyse common learning gaps and question types that children have not answered successfully to help inform future planning.</p>	<p>To equip ourselves with the information needed to improve upon screening data.</p>	<p>NC/JK/RM</p>		
<p>Annual review of maths curriculum carried out by Area Lead and fed back to SLT and LAC.</p>	<p>The SLT and LAC are able to make judgements on the effectiveness and quality of the maths curriculum based upon the annual review, school outcomes and feedback from staff and pupils.</p>	<p>To equip ourselves with the types of questions that we can support the next year 6 cohort with.</p>	<p>JM/LR/EW</p>		
		<p>For all of the relevant staff and LAC to be aware of areas for further development in the subject but also to recognise success stories throughout the year.</p>	<p>JM/NC/LR/LAC</p>		

<p>Priority 4: To encourage and facilitate self-motivated learners through the promotion of growth-mindset and positive well-being, equipping the children with the tools (both physical and mental) to allow for more independent, accelerated learning.</p> <ul style="list-style-type: none"> To establish our ethos - Believe, Achieve, Aspire - making it at the core of our teaching and learning whilst incorporating the values of LEAP (The 6Es): Ethical, Excellence, Equity, Empathy, Evolution, Endurance within school life and the children’s oral and emotional vocabulary. To implement strategies such as outdoor learning and Forest School opportunities which allow children to thrive in and out of the classroom, taking learnt skills and applying them to different contexts, in turn developing their confidence, self-belief, appreciation of themselves, recognition that they can surpass their own expectations of themselves and follow their own lines of inquiry with the intention of making learning more real, recognisable and for children to recognise their worth and the value of education and sense of ethics. To use catch-up funding in order to purchase Google Chromebooks (enough for one each in Key Stage 2), improving the quality of ICT provision, opening up more computing curriculum and allowing us to be at the forefront of technology; therefore increasing the high standards of teaching and learning and giving children the tools and skills to follow their own independent learning and lines of inquiry. Furthermore, these tools and skills will provide children with the ability to evolve and stay current with the ever-changing landscape around them. For staff to be aware and considerate towards the importance of mental-health, positive well-being and growth-mindset not only in regards to the children of the academy, but also amongst each other and themselves developing compassionate, empathetic learners who strive for excellence. Opportunities for staff development: mental-health awareness courses, TIS practitioner, growth-mindset courses that promote equity, empathy and the ability to support the children after lockdown. For British Values, especially tolerance and mutual respect, to be incorporated into what is taught and demonstrated in the values of the whole school community highlighting the importance and appreciation of different cultures, beliefs and history allowing the children to develop and promote equity. 		<p>In response to:</p> <ul style="list-style-type: none"> The desire to provide children with a broad and balanced curriculum not just in the sense of subject, but also of opportunities and experiences (Evolution) For all children to have the opportunity to experience various forms of learning and the recognition that not all children access learning inside a classroom; therefore giving everyone the opportunity to thrive and excel (Equity) For children to feel a sense of value and worth in themselves and others (Empathy) For children to gain an understanding of the world around them and to become responsible in making their environment – locally and globally – a better place (Excellence, Evolution, Equity, Empathy) To prioritise the well-being of the whole school community following lockdown and to help rebuild relationships (Empathy and Equity) 			
Milestones – what will have been achieved?	Actions and Success Criteria	Desired impact	Leaders/ Monitors	Cost	Notes

<p>Autumn 2020 To implement 90 minutes of outdoor learning a week in all classes across the curriculum using the National Outdoor Curriculum; this becomes entwined within the school's curriculum and its impact is evidenced To implement a monthly off-site Forest School session with Year 5 and 6</p> <p>The garden area (Anita's Garden) is developed and renovated to become a space where children throughout the school and nursery can access a range of outdoor learning spaces</p>	<p>Three members of staff to attend Deborah Lambert National Outdoor Curriculum training. For all staff to implement within their classes ensuring that it is a worthwhile and beneficial learning experience in terms of attainment and the development of the whole child.</p> <p>Trained Forest School staff to oversee a monthly Forest School session with Years 5 and 6.</p> <p>Our garden area will be designed, planned and the planting/building process will have begun. The community will be involved in the process as much as possible and grants will be accessed for trees and development.</p>	<p>For all children to develop their confidence, application skills, independence, team work and resilience. All children, but especially those who may not thrive inside the classroom, have the opportunity to experience ranges of success and apply skills to a variety of scenarios and situations with the intention that they develop a greater thirst for knowledge and then apply it within the classroom.</p> <p>For the children to develop a skill-set that equips them for a range of scenarios, problems and difficulties they may face whether it be school related or at any other point. The increased confidence, resilience, ability to work co-operatively and new relationships forms reflects and is evidenced in application within other areas in the curriculum.</p> <p>For children to take responsibility, ownership and to be able to make decisions on the areas, design and building process. For the garden itself to offer children - and community when permissible - as space to relax, enjoy and appreciate their surroundings. There will be spaces for children to learn about nature, take learning outdoors and to follow their own questioning, lines of enquiry and thinking.</p>	<p>EW/LR/RM</p> <p>EW/LR</p> <p>JM/EW/E co committ ee</p>		
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<p>For the well-being of the staff to be acknowledged and supported</p>	<p>Staff to be invited to share thoughts, any concerns or queries. Risk Assessments updated and shared with all staff. Well-being surveys carried out to ensure staff feel supported, safe and happy and if there is anything we can do in terms of offering support. For social events and team bonding to be factored in and planned where and when possible.</p>	<p>All staff feel comfortable within school as well as safe and happy. That their positivity reflects and transpires onto the children.</p>	<p>JM/SLT</p>		
<p>The well-being of all children is held in the highest regard, especially those who may be considered vulnerable or have experienced trauma.</p>	<p>Staff to undergo Mental Health training through National College. Staff member to be enrolled onto TIS training. Well-being surveys carried out with children. Regular time for discussion within class and opportunities to share thoughts, worries as well as positive messages through the correct context. For praise and reward and recognition of virtues to be integral to feedback, conversations and dialogue with children.</p>	<p>For all children to feel as if school is a safe place in the sense that COVID measures are carried out but also in the sense that they are comfortable with talking and sharing.</p>	<p>All staff</p>		
<p>The first of our termly 'Believe, Achieve, Aspire Day' with an emphasis on positive well-being and mental health.</p>	<p>A planned day based around physical development designed to positively impact all children's well-being, trust, confidence, resilience, teamwork, respect and courage. A range of new skills to be learnt and applied and to give children opportunities that they weren't presented with previously.</p>	<p>For there to be a recognisable positive impact and contribution to children's self-confidence, positivity, well-being and self-belief. For all children to learn to work collaboratively, experience the various roles within group and team-work, to appreciate others' feelings and to develop resilience and then applying an 'if at first you don't succeed, try and try again' mentality within the classroom.</p>	<p>SLT</p>		
<p>Spring 2020 The purchase of Google Chromebooks for all KS2 children, with iPads being accessible to all Key Stage 1 children.</p>	<p>The introduction of every Key Stage 2 child having access to a Google Chromebook allows each child to access a wider curriculum and develop skills not available to them before. The use of such devices will provide children with the tools required to encourage their independence, own lines of inquiry and to accelerate their learning.</p>	<p>Children can take more ownership of their learning, knowledge and curriculum. Access to interventions, inspiration and aspirations are higher than they previously were. Children can learn to present work in their own unique ways and through the resources available to them, we can better prepare our Key Stage 2 children to learning at secondary level and life outside of school.</p>	<p>JM/EW/L R/LK</p>		

<p>Seesaw is used as a virtual classroom to set homework from in KS2</p> <p>Spring Term Believe, Achieve, Aspire Day is planned and held</p> <p>Summer Term Seesaw is trialled as a way of evidencing topic and foundation subjects where and when relevant in KS2</p> <p>Pupil and Parent questionnaires are completed</p> <p>Staff well-being is monitored</p> <p>Termly Believe, Achieve, Aspire Day is held</p> <p>Head of School and Chair of LAC to hold</p>	<p>For teachers to create virtual classrooms linking homework to topic using Seesaw.</p> <p>Termly B.A.A day is held with emphasis on reading and writing but also to focus on well-being and the values of LEAP and the school.</p> <p>Children use Seesaw to present work, teachers give feedback through it and children peer and self critique through it. The implementation of Seesaw gives children the sense of independence and helps develop both cognitive and creative skills.</p> <p>Questionnaires completed to give insight into well-being, the views of stakeholders and any necessary actions that need to be taken.</p> <p>Well-being is monitored and supported when appropriate.</p> <p>SLT and relevant staff host third day to have a British Values focus.</p>	<p>Children access homework and independently present it in creative ways, developing their ICT skills and allowing them to be independent learners. Engagement of homework heightens.</p> <p>For the day not only to raise standards in reading and writing, but also to emphasise the beliefs and values of both the school and of LEAP.</p> <p>Learners develop their independence, learning to present work in a variety of ways that fit their own needs and abilities. Work is evidenced through Seesaw meaning that it is easily accessible, editable and stored centrally.</p> <p>SLT can act on feedback from questionnaires as we regard our stakeholder's opinions.</p> <p>The positive well-being of staff is supported and the atmosphere of the school reflects this.</p> <p>Children develop their understanding of empathy and equity whilst showing a growing knowledge of their British Values: Rule of Law, Democracy, Mutual Respect and Tolerance, Individual Liberty.</p>	<p>Teachers</p> <p>SLT</p> <p>Teachers</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>JM/MM</p>		
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School Improvement Plan 2020-2021

St Buryan Academy

<p>regular meetings focusing on well-being and school development</p> <p>All staff and LAC carry out our end of year review.</p>	<p>The Head of School and LAC meet regularly to discuss the progress the school has made and is aware of any relevant issues concerning staff and pupil well-being.</p> <p>An opportunity to reflect on the school’s progress, areas of development and to analyse the 2020/21 SDP as well as contribute towards actions for 2021/22</p>	<p>The relevant members of the LAC are aware of any pressing and relevant well-being and health issues concerning staff.</p> <p>Staff members and LAC work colloboartively to celevrate successes of the year and form actions for the forthcoming academivc year.</p>	<p>JM/all staff/LAC</p>		
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