



School Development Plan

Constructed by: Mr J McDonald (Head of School) and SLT
September 2018
Shared with Governors 2018
Shared with Staff 2018

Signed:

Chair of Governors
Chair of Governors

Head of School



St Buryan Academy Primary School
Believe, Achieve, Aspire



January 2019

School Context:

St Buryan Academy is a small village primary school with its own nursery in development, the school currently caters children from the ages of 2-11.

The number of children on roll is now 80 (71 Full-time/9 pre-reception) and the school runs 4 classes (not including pre-reception):

Reception (Penberth Class)

Year 1/2 (Gwenver Class)

Year 3/4 (Nanjizal Class)

Year 5/6 (Porthcurno Class)

The percentage of pupils (disadvantaged Year 1-6) (9%) is well below national and county average (Cornwall – 21/8%). Our data for deprivation indicates pupils living in the most deprived 30% of small areas are 69% compared to the Local Authority average of 31.2%

Our pupil absence rates are below the national average.

As the school has small cohorts of pupils, caution must be used when interpreting statistical outcomes.

In 2018 standards were above floor standards, but below the coasting measure.

At FS2, the good level of development was 75%, which was above the LA average (69%) and the national average (72%). Assessments were based on 8 pupils.

Phonics outcomes for 9 pupils in KS1 were 89%, which was above the LA average (82%) and the national average (83%). Boys within this group scored particularly well (100%)

At KS1 standards at the expected level were above the national average in all subjects. However, standards at the greater depth were below the national average in all subjects and particularly in reading. There were no recorded disadvantaged pupils at KS1 within the cohort of 13 pupils in 2018.

The three year rolling average for KS1 shows that reading at the expected level has been significantly above the LA average, whilst maths at greater depth has been significantly below

At KS2 standards at the expected level were above the national average in reading, just below in writing and well below in maths. These relate to a cohort of 16 pupils. At greater depth, reading was above the national average, whilst writing and maths were slightly below. In Grammar, Punctuation and Spelling (SPaG), the school is above the national expectations at greater depth and just below at the expected standard.

There was only one recorded disadvantaged pupil in 2018 at KS2 in 2018. 3 year rolling average outcomes for these pupils are significantly skewed by a disproportionately large group of disadvantaged pupils in 2016.

The school was graded as Good at the last Ofsted inspection (March 2017).

There have been significant changes to the school and staff structure for this year:

The school is under new leadership due to the retirement of the previous headteacher. Mr Joshua McDonald has been appointed as Head of School, with a leadership team consisting of Key Stage Leads and a Business and Administration Lead.

There has also been change in the school's governance with Mrs Judith Piper co-chairing the governing body with Mrs Anita George. Mr Martin Murrish is Vice-Chair of the governing body.

There have been staffing changes from September 2018 with Mrs Oona Connell returning from a year's sabbatical.

The teaching structure is now:

Year 5/6 – Mr J McDonald and Mrs O Connell

Year 3/4 – Mr M Butterfield

Year 1/2 – Mrs L King and Mrs E Wilson

Reception – Mrs N Cross and Mrs J Kwiatkowska





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Our ethos and vision

We are committed to **continuously improving the quality of teaching and learning** for all of our children, enabling them to reach their full potential and achieve the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at St Buryan Academy Primary School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
- the whole staff team working together to do its best for each child's confidence and self-belief
- the whole staff team having high expectations of each of our children in their social, behavioural and academic attainment
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children, installing a growth mind-set amongst all children
- creating stimulating and attractive learning environments in which our children can take pride from
- instilling a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- promoting respect for themselves, other people and their property
- working in partnership with parents, governors and the local community to enrich opportunities for our children

At St Buryan Academy will believe in educating the whole-child, striving to achieve our vision through the formal curriculum but also through the unique opportunities and experiences we can provide the children of St Buryan Academy. A well rounded, high quality inspiring curriculum will raise children's expectations of their own abilities, therefore raising their personal standards of attainment, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.



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Issues for improvement					
<p>Moving away from...</p> <p>Moving forward to...</p>	<p>Timescale target</p> <p><i>(When do you hope to achieve this by? Give realistic timescales and indicate where it may run into a number of terms)</i></p>	<p>Development objectives</p> <p><i>(Schools should insert their own qualitative data based on the criteria provided. Targets should also be split into term dates for completion)</i></p>	<p>Actions</p> <p><i>(How are you proposing to meet objectives? Include costs where applicable)</i></p>	<p>Key staff</p> <p><i>(Which staff member(s) will be responsible for this?)</i></p>	<p>Key governors</p> <p><i>(Which governor(s) will be responsible for this?)</i></p>
<p>Overall effectiveness</p>	<p>Autumn</p>	<ul style="list-style-type: none"> The effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development (see below). The extent to which the education provided by the school meets the needs of the range of pupils at the school including: <ul style="list-style-type: none"> Pupils who have disabilities. Pupils who have special educational needs. 			
	<p>Spring</p>				
	<p>Summer</p>				

Effectiveness of leadership and management	Autumn	<ul style="list-style-type: none"> • The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils. • Whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important. • Whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm. 			
	Spring	<ul style="list-style-type: none"> • The rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement. • The design, implementation and evaluation of the curriculum, ensuring breadth and balance, and its impact on pupils' outcomes and their personal development, behaviour and welfare. • How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities. 			
	Summer	<ul style="list-style-type: none"> • How effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. • How well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values. 			

Quality of teaching, learning and assessment	Autumn	<ul style="list-style-type: none"> • The teachers' standards are being met. • Teachers and other staff have consistently high expectations of what each pupil can achieve, including the most able and disadvantaged pupils. • Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils. • Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers, as appropriate, in the early years. 			
	Spring	<ul style="list-style-type: none"> • Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. • Except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers. 			
	Summer	<ul style="list-style-type: none"> • The school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve. • Equality of opportunity and recognition of diversity are promoted through teaching and learning. • English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning. 			

Personal development and behaviour	Autumn	<ul style="list-style-type: none"> Promote good behaviour, self-discipline and respect. Prevent bullying. 			
	Spring	<ul style="list-style-type: none"> Ensure that pupils complete assigned work. Effectively discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. 			
	Summer	<ul style="list-style-type: none"> Strong Behaviour Policy to support staff in managing behaviour, including the use of rewards and sanctions. Functions are carried out with a view to safeguarding and promoting the welfare of children. Reduce the number of exclusions. 			
Safeguarding	Autumn	<ul style="list-style-type: none"> Appoint a designated safeguarding lead. 			
	Spring	<ul style="list-style-type: none"> Online safety policy. 			
	Summer	<ul style="list-style-type: none"> Disclosure and Barring Service checks procedure. Working together to keep children safe. 			
Early Years Foundation Stage	Autumn	<ul style="list-style-type: none"> The rigour and effectiveness of systems to drive improvement, including monitoring the quality of provision and children's outcomes. The professional development of staff. Evaluation of the impact of actions taken. Setting ambitious targets. 			
	Spring	<ul style="list-style-type: none"> How effectively leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on narrowing gaps in children's outcomes. The effectiveness of safeguarding procedures. 			
	Summer	<ul style="list-style-type: none"> How well teaching nurtures, engages and motivates children and promotes their sense of achievement and commitment to learning. The breadth of the curriculum and how well it is based on accurate assessment of children's learning and development, so that activities and experiences meet their needs. 			

		<ul style="list-style-type: none"> • The quality and impact of phonics teaching. • How well all staff work with parents, engage them in their children's learning and keep them informed about their children's achievements and progress. • Children's enjoyment of learning, including their participation and willingness to make choices and decisions, and the extent to which children are active and inquisitive learners who are creative and think critically. • How well children behave, cooperate and share with each other, make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their immediate experience. • The extent to which children behave in ways that are safe, understand how to stay safe, and show that they feel safe. • The proportions of children who have made typical or better progress from their starting points, including pupils who have special educational needs and/or disabilities (SEND) and the most able. • The attainment of children at the end of reception compared with early years foundation stage profile national figures, including the proportion that achieve a good level of development, particularly in terms of how well children are prepared for key stage 1. • Whether outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics. • How quickly disadvantaged children, and any groups that are underachieving, are catching up. 			
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Effectiveness of the 16 – 19 study programmes	Autumn	<ul style="list-style-type: none"> • Leaders promote high expectations and use rigorous systems to drive improvement, including through monitoring and developing the quality of 16 to 19 provision and improving the progress and achievement of learners and groups of learners. 			
	Spring	<ul style="list-style-type: none"> • Study programmes for each learner are planned and managed so that they fully meet the principles of the DfE's 16 to 19 study programmes, by providing progression, stretch, mathematics and English for all learners without GCSE grades A* to C, as well as work experience and non-qualification activities. • Teaching and assessment support and challenge learners. • Study programmes build on each learner's prior attainment and enable them to make progress and move on to a higher level of qualification when they are ready to do so. 			
	Summer	<ul style="list-style-type: none"> • Learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans. • Learners develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience. • Learners understand how to keep themselves safe and healthy, both physically and emotionally. • Learners, and groups of learners, make progress from their different starting points, remain on their study programme, achieve their core aim and make progress towards a GCSE grade C in English and/or mathematics if they do not already have one. • Learners, and groups of learners, progress to the 			

		<p>planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship.</p> <ul style="list-style-type: none"> • The 16 to 19 minimum standards are met where applicable. 			
Building management	Autumn	<ul style="list-style-type: none"> • Promote a safe learning environment. • Carry out necessary repairs/refurbishment to building. • Hire facilities to increase revenue. 			
	Spring				
	Summer				
Other (Examples: website, Freedom of Information requests, recruitment, handling complaints)	Autumn				
	Spring				
	Summer				