



St Buryan Academy Primary School School Improvement Plan- Summary of Priorities 2017-18

Issues for improvement					
Moving away from...	Timescale target	Development objectives	Actions	Key staff	Key governors
Autumn 2016	Summer 2017	Implement new Primary Curriculum	<i>'Inspire' curriculum purchased</i> £1,100	JP, <i>All teaching staff</i>	<i>JPi, JT, AS</i>
Spring 2017	June 2017	'Thrive' training to be undertaken by JP JP to be licensed Thrive practitioner	<i>Thrive Action Plans in place for EBD pupils</i>	<i>JP and ALL other staff</i>	<i>AG, JPi, PH</i>
Summer 2017	Investigate and research collaborative school structure models	Governors and staff to review findings of collaborative working models investigated previously. Decide on preferred option to investigate in depth.	<i>Visits exchanged with Trevithick Learning Academy/</i> <i>Venture MAT</i>	<i>All stakeholder decision</i>	<i>All members of Governing Body</i>

<p>Moving forward to...</p> <p>Autumn 2017</p>	<p><i>Continued focus on progress and attainment in Maths</i></p>	<p>Increase <u>Progress and Attainment in Maths</u></p>	<p><i>New Maths scheme introduced</i></p> <p><i>CPD for KS1 and KS2 teachers</i></p> <p><i>Training with local Maths Hub</i></p> <p><i>Maths CPD prioritised</i></p>	<p><i>All staff members</i></p>	<p><i>Data Sub Committee</i></p> <p><i>PH, AS, JPi, AG, MM, JM</i></p>
<p>Autumn 2018</p>	<p><i>Training and Implementation</i></p> <p><i>September 2017</i></p>	<p><i>Whole School Focus-</i></p> <p><u>Progress and Attainment in WRITING</u></p>	<p><i>Staff meetings planned to introduce strategies to increase A+P</i></p>	<p><i>All staff members</i></p>	<p><i>DH, HB, MM</i></p>
<p>Spring/Summer 2018</p>	<p><i>September 2018</i></p>	<p><u>Review EYFS curriculum</u></p> <p><i><u>Focus- extend OUTDOOR LEARNING OPPORTUNITIES and Offer Provision for 2 year olds</u></i></p>	<p><i>CPD in many aspects of EYFS undertaken</i></p> <p><i>Review meetings set</i></p>	<p><i>JP, JK, GG, MB, SW, EW</i></p>	<p><i>EYFS Sub Committee</i></p> <p><i>PH, DH, AS</i></p>

Overall effectiveness	Autumn	<ul style="list-style-type: none"> Assess and review effectiveness and impact of the provision of whole school assessment system (Mappix). Discuss best use of system in planning for identification of 'On Alert' pupils not making expected progress and appropriate interventions 	Review Mappix system Staff Triads to evaluate outcomes	JP, Teaching Staff	AG, PH, AS
	Spring	<ul style="list-style-type: none"> Assess 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 Pupils with individual and specific barriers to learning (see Thrive assessments) 	'On Alert' lists submitted to SENCo half termly	JP, All Staff	HB, DH, MM
	Summer	<ul style="list-style-type: none"> Effectiveness and impact of provision for pupils' spiritual, moral, social and cultural development. Review, following residential experiences, of impact on aspects such as pupils' team work, self-organisation etc. 	Staff Triads to organise meeting for feedback and review	All teaching staff, JP, Support Staff who helped with residential camps with all year	JM, AG, PH, AS

				groups	
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. SUCCESSION PLANNING: Governors to explore best option for school's leadership when JP retires at end of year Whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm. 	<p>Continue to explore leadership options e.g. EH</p> <p>Review RaiseOnline data</p> <p>Pupil and Parental Questionnaire</p> <p>Review and Update SSES</p> <p>Spring Curriculum Review</p>	<p>FGB</p> <p>FGB</p> <p>JP</p> <p>SLT</p> <p>Teaching staff</p>	<p>JPi, AG</p> <p>JPi, AS, PH</p> <p>JPi, DH</p> <p>HB, MM</p> <p>AG, PH</p>
	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. 	<p>All teaching staff to review PE provision</p> <p>All staff</p>	<p>All staff</p> <p>All staff</p>	<p>AG, PH</p> <p>DH, HB</p>
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. Assessment information inputted to Mappix system to plan appropriate teaching and learning strategies, including identification of 'On Alert' pupils whose progress falls short of expected and who need additional support, enabling all pupils to make good progress and achieve expected levels. Except in the case of the very young, all pupils understand how to improve as a result of useful 	<p>Lesson observations</p> <p>Staff CPD</p> <p>Collaborative work with local schools to moderate</p>	<p>JP, SLT</p>	<p>AG, PH</p> <p>JPi, PH</p>
	Spring		<p>Ongoing assessment entered into Mappix system</p>	<p>All teaching staff</p>	<p>AS, PH, JPi</p>

	Summer	<p>feedback, written or oral, from teachers and understand their individual targets.</p> <ul style="list-style-type: none"> The school's engagement with parents and carers 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. 	<p>Curriculum and Assessment meeting for Parents and Carers</p> <p>Promote using website</p>	<p>JP</p> <p>All staff members</p>	<p>JPi, DH</p> <p>AS, MM</p>
Personal development and behaviour	Autumn	<ul style="list-style-type: none"> Promote good behaviour, self-discipline and respect. Prevent bullying- Stay Safe Cornwall Workshop. Introduce character building focus on 'Virtues'. Continue to use 'Thrive' techniques to promote positive behaviour and attitudes. 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. Link 'Virtues' to circle time activities. 	<p>'TISUK' trained Thrive TA</p> <p>Incorporate 'Virtues' into assemblies</p> <p>Book 'Stay Safe' workshops</p> <p>Review Thrive Action Plans</p>	All staff members	DH, HB
	Spring				
	Summer				

Safeguarding	Autumn	<ul style="list-style-type: none"> Working together to keep children safe. Update all staff training and update Staff Handbook to outline new directive. Online safety policy (pupils, staff, parents) Disclosure and Barring Service checks procedure 	JP to hold teaching and support staff meetings to update. Added as item to discuss with FGB	JP (DSL)	HB, PH, AS
	Spring	<ul style="list-style-type: none"> Training- Designated Safeguarding Lead Training- volunteer helpers with camps Annual Audit- 175/157 SCR training for DSL, Administrator 	JP to organise Tier 3 training for JM in order to take on DSL	JP, TC	AS, PH, HB
	Summer	<ul style="list-style-type: none"> DBS checks for all volunteers for residentials Update Single Central Record Y6 Transition- Consider if Safeguarding records concerns should be transferred to secondary situations 	Administrator (TC) to update SCR for Summer Term, including residentials	TC, JP	AG, PH, AS

Early Years Foundation Stage	Autumn	<ul style="list-style-type: none"> • Support for new Early Years Lead including professional development opportunities. • Evaluation of the impact of actions taken. • Setting ambitious targets. • How effectively leaders use additional funding, including the early years pupil premium and measure its impact on narrowing gaps in children's outcomes. • The effectiveness of safeguarding procedures. • How well teaching nurtures, engages and motivates children and promotes their sense of achievement and commitment to learning. 	<p>10 EYFS CPD courses booked/undertaken for Lead Teacher, TAs</p> <p>EYFS networking encouraged with other schools</p> <p>EYFS Safeguarding Documentation purchased £21</p>	JP	PH
				JP	PH
				JP, JK	PH
	Spring	<ul style="list-style-type: none"> • 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. • The quality and impact of phonics teaching. • How well all staff liaise 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. 	<p>Education City (EYFS) procured to support curricular activities</p> <p>EYFS meetings held with Gov sub-comm, HT and relevant staff, to plan future development</p> <p>Specific Phonics training for TA</p>	JK, JP, JM	PH
				JK, GG, JP	PH, DH, AS, AG
				JP	PH

	Summer	<ul style="list-style-type: none"> The extent to which children behave in ways that are safe, understand how to stay safe, and show that they feel safe. 	Audit and review EYFS Safeguarding procedures	JK, GG	AS, PH
		<ul style="list-style-type: none"> 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. 	Review and analyse end of year EYFS data	JK, JP	PH, JPi
		<ul style="list-style-type: none"> The attainment of children at the end of reception compared with early years foundation stage profile 	Use initial profiles to	JP, JK	AS, PH

	Summer	<ul style="list-style-type: none"> • 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. 	<p>assess progress made in Reception year and compare with national figures drawing out data for vulnerable groups</p>	<p>JK, JP</p> <p>JK, JP</p>	
--	--------	--	--	-----------------------------	--