



**St Buryan Academy Primary School**  
Believe, Achieve, Aspire



Signed:

Head of School

Chair of LAC

# School Improvement Plan

2021-2022

ST BURYAN ACADEMY



LINK TO LEADING EDGE STRATEGY	ST BURYAN 2021-2022 PRIORITIES	ST BURYAN 2020-2021 PRIORITIES
<b>STRATEGY LINK:</b> 1.3.1; 2.1.1; 3.2.3	<b>Priority 1:</b> <u>Behaviour and attitudes</u> 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.	<b>Priority 1:</b> 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.
<b>STRATEGY LINK:</b> 1.1.4; 1.1.5; 1.1.7; 1.1.8; 1.2.1; 1.2.2; 1.2.3; 1.3.5; 3.2.2	<b>Priority 2:</b> <u>Curriculum/Quality of Education</u> Ensure that the school’s curriculum intent and implementation are fully embedded across the school so that teaching and learning are consistently of high standards in all curriculum areas, with an emphasis on writing across all subjects.	<b>Priority 2:</b> To promote mathematical inquiry raising attainment and progress across the school, particularly in Key Stage 2.
<b>STRATEGY LINK:</b> 1.1.2; 1.2.1; 1.2.2; 1.3.1; 1.3.2; 2.1.1; 2.2.1	<b>Priority 3:</b> <u>Leadership and Management/Personal Development</u> 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.	<b>Priority 3:</b> To develop passionate and enthusiastic readers, leading to higher attainment in both reading and writing.
<b>STRATEGY LINK:</b> 1.1.1; 1.1.8; 1.2.1; 1.2.3; 3.2.2; 3.2.3	<b>Priority 4:</b> <u>Distinctive to our school</u> To reunite our school community both intrinsically as well as externally in our wider community.	<b>Priority 4:</b> 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.
<b>STRATEGY LINK:</b> 1.1.4; 1.1.5; 1.1.6; 1.1.8	<b>Priority 5:</b> <u>Early Years Foundation Stage</u> Implement the new changes to the new Early Years Framework and to create a safe yet engaging and challenging environment that will enable children to become independent in their choices and to communicate their feelings.	

Due to the COVID pandemic and lockdowns there may be some actions that have rolled over.

## 2021 – 2022: Priorities Driving School Improvement

**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.**

- In line with that of the Trust’s, a clear Behaviour Policy is set out with considerations of the implications the past year has had on all areas of our children’s lives.
- A culture based on respect, tolerance and appreciation for others is re-established.
- Children’s well-being is at the core of their growth emotionally and academically; this is reflected in the curriculum and relationships between staff, children and all stakeholders.
- To train staff in Restorative Justice, a concept that all stakeholders and children will embrace and endorse.
- For our children to take a lead role in the journey of the school as well as mentoring roles within our Pupil Leadership Team with positive role-models and aspiration-setters inspiring children throughout the school.

**Priority 2: Ensure that the school’s curriculum intent and implementation are fully embedded across the school so that teaching and learning are consistently of high standards in all curriculum areas, with an emphasis on writing across all subjects.**

- 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 school’s and Trust’s values.
- Ensure that coverage in all subject areas is maximised and that there is clear, coherent progression throughout year groups and key stages.
- Create authentic learning opportunities for every child that not only meets the requirements for the National Curriculum, but creates experiences and prospects for the children of St Buryan Academy to become positive contributors to their society on all levels.
- Ensure that all children are given the opportunities to access, experience and carry out high quality writing in all areas of the curriculum.
- The curriculum is carefully designed to ensure that all children experience a rich, fulfilling, relevant learning experience throughout their journey at St Buryan Academy that allows for consistently high quality teaching and learning in all areas.
- The impact of our curriculum is shown through rigorous monitoring, but also the fact that children achieve well (in line or surpassing the National Average) and that they are equipped for the next step in their lives.

**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.**

- Excellent practice is shared both ways, whether it be through Challenge Partners or through Research Circles within Leading Edge.
- Subject leaders oversee their subjects confidently and effectively. They are able to drive their subjects forward and become ambassadors for them within the school. Monitoring of subjects is clear, rigorous and allows for the teaching and learning in all subjects to continue to progress.
- All leaders within the school, as well as aspiring leaders, are provided with relevant and necessary professional development and training opportunities.
- Leaders throughout the school, in all capacities, share the purpose of continuous school improvement, clear ambitions for the school and are focused on always improving the strong quality of education throughout the school through high quality curriculum provision, informative assessment and monitoring and high quality teaching and learning delivery.
- Governance is strengthened within the school by ensuring all local academy committee members are well trained, confident and are instrumental in the continued progress the school makes.
- The Local Academy Committee are robust in their commitment to monitoring and school improvement and hold leaders to account on the quality of education.

**Priority 4: To reunite our school community both intrinsically as well as externally in our wider community.**

- Whole school community has a shared understanding of the school's vision and values.
- The wider school community values the school's role and recognises the part it plays within St Buryan.
- Maintain the high engagement levels with parents and families which were developed over lockdown, ensuring parents take an increased interest in their child's learning, progress and attainment.
- The school is once more a welcoming environment where families thrive.
- Families and children feel well supported in terms of well-being and academically.
- The village, locality and environment are used to utilise children's learning.
- Children become global learners and contribute to their society.
- Links are made with other community groups: sports teams, art/drama/musical groups, residential homes as well as partnerships with other schools on a local and global scale.

<p><b>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.</b></p> <ul style="list-style-type: none"> <li>○ In line with that of the Trust’s, a clear Behaviour Policy is set out with considerations of the implications the past year has had on all areas of our children’s lives.</li> <li>○ A culture based on respect, tolerance and appreciation for others is re-established.</li> <li>○ Children’s well-being is at the core of their growth emotionally and academically; this is reflected in the curriculum and relationships between staff, children and all stakeholders.</li> <li>○ To train staff in Restorative Justice, a concept that all stakeholders and children will embrace and endorse.</li> <li>○ For our children to take a lead role in the journey of the school as well as mentoring roles within our Pupil Leadership Team with positive role-models and aspiration-setters inspiring children throughout the school.</li> </ul>		<p><b>In response to:</b></p> <ul style="list-style-type: none"> <li>- Impact of children’s lives been disrupted socially, emotionally and academically by the pandemic</li> <li>- Recognition that a child’s well-being is at the core of a child’s development</li> <li>- Routines and expectations need to be re-established</li> <li>- A restorative approach to behaviour</li> </ul>			
		<p><b>LEADING EDGE STRATEGY LINK:</b> 1.3.1; 2.1.1; 3.2.3</p>			
Milestones – what will have been achieved?	Actions and Success Criteria	Desired impact	Leaders/ Monitors	Cost	Notes
<p><b>Autumn 2021</b> Our Behaviour Policy, in line with that of the Trust’s, will ensure that behaviour of all kinds is recognised in the correct way, whether rewarded or sanctioned, and that it is a policy in place to support our children and staff.</p> <p>Children, along with the who school</p>	<p>Implementation of new policy is considerate of needs of children as well as staff. It is effective in terms of rewards and any sanctioning needed. Staff implement it appropriately and correctly. The policy runs across the Trust but is personalised for the context of our own school.</p> <p>Through daily life within the school from assemblies, daily teaching, break times and lunch times as well as how staff and pupils communicate to</p>	<p>The policy supports - and is supported by - all stakeholders. Children are clear of expectations and it is a cog in ensuring a successful transition back to school for the start of 2021/22 after lockdown.</p> <p>Children embrace a culture of mutual appreciation, develop their self-respect as</p>	<p>JM/DH</p> <p>JM</p>		

<p>community, endorse a culture of respect and appreciation of the opinion, thoughts and character of others.</p>	<p>each other in or around all these times a culture is developed based upon mutual respect and tolerance of others. Interventions are put in-place for those children who may need support in social situations or to help develop confidence and self-belief and to promote a positive well-being. Events or occasions such as Black History Month and religious festivals are celebrated to promote diversity, aspirational thinking and to develop awareness within our children of the world on a local and global scale.</p>	<p>well as the respect that they show others. This is supported by our families and equips the children with the skills to become key contributors to society on all levels. It will raise the aspiration of our children and make them aware of the 'wider-world'.</p>			
<p>A Restorative approach to behaviour is implemented.</p>	<p>A Restorative Justice approach is implemented and embraced by staff and pupils to support interactions at break and lunch times. As many research papers document, there are children who have struggled with interacting with their peers again after an extended amount of time where socialising has been challenging or not permitted. A restorative approach to actions will allow our children to recognise the impact of their decisions or actions and acknowledge any harm that they have done and the steps to take to resolve them if they do happen. See <a href="https://restorativejustice.org.uk/restorative-practice-education-0">https://restorativejustice.org.uk/restorative-practice-education-0</a> for more information.</p>	<p>Children recognise the impact of their actions and in situations they may have acted wrongly previously, they make considered decisions in order to avoid any incidents. It has been noted that restorative approaches also raise attendance, improves attainment and children's well-being.</p>	<p>JM/Break time staff</p>		
<p>A Pupil Leadership Team (PLT) has been introduced and set-up.</p>	<p>A newly founded School Council has been set-up to act as a voice for the children of St Buryan Academy and have a say on aspects of our continuous school improvement. They are supported by our Head Pupils, two Year 6 children nominated by their peers. Our 'High 5 Members' act as mentors and role models to all of our children, whether it be someone to talk to and turn to or with supporting children at break and play times. Our 'House Captains' act as leaders of our inter-school house teams and represent them when doing any vertical group work across the school.</p>	<p>Our PLT are aspiration setters and throughout their time at St Buryan Academy, all children have the opportunity to experience a leadership role. This enables our children to have a voice in the school's ongoing development and allows them to contribute to our school community.</p>	<p>JM/LR</p>		
<p><b>Spring 2022</b> Relevant staff have access to Restorative Justice training.</p>	<p>The staff who implement our Restorative Justice actions, in the main, have official professional development opportunities to access official training.</p>	<p>Restorative Justice is effectively implemented for break and lunch times.</p>	<p>JM</p>		
<p><b>Summer 2022</b></p>					

<p>Restorative Justice training to be rolled out to all staff.</p>	<p>After gauging the impact that it has within the school, all staff have access to restorative justice training and it is implemented throughout the school.</p>	<p>St Buryan Academy becomes a 'Restorative Justice' school. Recorded incidents are positively impacted, attendance figures continue to surpass the National Average and in hand leads to higher attainment and continuous positive well-being and mindsets amongst our children.</p>	<p>JM</p>		
<p>Playground Leaders are coached and added to our PLT.</p>	<p>Our current Year 5 cohort will be coached and trained to become effective Playground Leaders in the final term in preparation for Year 6. This gives further leadership opportunities to our children and allows for children to carry out or participate in led activities during break times.</p>	<p>Because of the offer of more structured opportunities, which are led by children, all children across the school feel more included and even less opportunities. Children who are leaders are presented with problem solving situations which will develop their skill set for their next step in life – in and out of school – as well as give them the opportunity to develop their own confidence and support others.</p>	<p>JM/DT</p>		

<p><b>Priority 2: Ensure that the school’s curriculum intent and implementation are fully embedded across the school so that teaching and learning are consistently of high standards in all curriculum areas, with an emphasis on writing across all subjects.</b></p> <ul style="list-style-type: none"> <li>○ 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 school’s and Trust’s values.</li> <li>○ Ensure that coverage in all subject areas is maximised and that there is clear, coherent progression throughout year groups and key stages.</li> <li>○ Create authentic learning opportunities for every child that not only meets the requirements for the National Curriculum, but creates experiences and prospects for the children of St Buryan Academy to become positive contributors to their society on all levels.</li> <li>○ Ensure that all children are given the opportunities to access, experience and carry out high quality writing in all areas of the curriculum.</li> <li>○ The curriculum is carefully designed to ensure that all children experience a rich, fulfilling, relevant learning experience throughout their journey at St Buryan Academy that allows for consistently high quality teaching and learning in all areas.</li> <li>○ The impact of our curriculum is shown through rigiourous monitoring, but also the fact that children achieve well (in line or surpassing the National Average) and that they are equipped for the next step in their lives.</li> </ul>		<p>In response to:</p> <ul style="list-style-type: none"> <li>- Implementation of a new rolling curriculum to suit the needs of the school and children</li> <li>- The understanding of our children becoming global learners and contributing to our society on a local and wider level</li> <li>- The continuing aspiration to drive our progress and attainment to be above schools of a similar context and the National Average</li> </ul>			
		<p><b>LEADING EDGE STRATEGY LINK:</b> 1.1.4; 1.1.5; 1.1.7; 1.1.8; 1.2.1; 1.2.2; 1.2.3; 1.3.5; 3.2.2</p>			
Milestones – what will have been achieved?	Actions and Success Criteria	Desired impact	Leaders/ Monitors	Cost	Notes
<p><b>Autumn 2021</b> All classes have implemented the 2 year rolling curriculum devised in 20/21.</p> <p>The values of both the school and Trust are embedded into teaching and learning.</p>	<p>The curriculum enhances engagement levels even further. Our children are provided with high quality teaching with maximum coverage, opportunities to access their learning in various ways and are provided with unique learning opportunities that will equip them with the skills needed to succeed in all areas.</p> <p>When planning, delivering and evaluating lessons or when communicating with our stakeholders, the vision and values of the school and Trust are clear.</p>	<p>Ultimately, continuously high attainment and progress measures amongst all of our children. Even higher engagement levels and evidence of all children being well equipped for entry into their next year groups.</p> <p>Decision making from all involved in the school is carefully considered and reflective of our vision and values.</p>	<p>SLT</p> <p>SLT</p>		



<p>Writing opporunities are maximised and prioritised throughout the curriculum.</p>	<p>Writing policy and new actions implemented to ensure that writing is a key priority and focus throughout the school. Development opportunities given to staff and focused monitoring in this area.</p>	<p>Writing standards rise in both the teaching and learning resulting in more children achieving their ARE and having opportunities to access GD.</p>	<p>LR/NC</p>		
<p>Curriculum review is undertaken to monitor and assess the impact of the school's new curriculum.</p>	<p>SLT to complete a termly review of the curriculum and impact it is having in all areas (progress and attainment, engagement levels, pupil and staff well-being,</p>	<p>Curriculum to have the desired effect.</p>	<p>SLT</p>		
<p>Learning is shared with parents and families through authentic outcomes/showcases</p>	<p>Classes will showcase their term's learning context in various, authentic ways in order to give children the opportunity to present their outcomes to an audience.</p>	<p>Family engagement continues to grow. The authentic outcome and giving their learning a core purpose and context results in an increase in standards.</p>	<p>Teaching staff</p>		
<p>Progression and coverage documents are shared for each subject.</p>	<p>Subject leads will create progression documents to ensure that coverage across year groups and key stages is appropriate, consistent and in full.</p>	<p>All areas of the curriculum are covered in all subjects.</p>	<p>Subject Leads</p>		
<p>Academic gaps are addressed and support is set-up.</p>	<p>From teachers' formative and summative assessments, intervention groups are set-up to address children's learning gaps.</p>	<p>Children are given the support needed and opportunities to address any misconceptions.</p>	<p>SLT</p>		
<p>End of term assessments are recorded on iTrack to monitor attainment and progress.</p>	<p>Complete assessments in R,W,M in all year groups.</p>	<p>Evidence of progression through Autumn Term and assessment outcomes used to help formulate Spring term interventions.</p>	<p>Teaching staff</p>		
<p>Review of effectiveness and</p>	<p>The RSHE and PSHE curriculums are being taught appropriately using Jigsaw, this to be monitored by SLT.</p>	<p>Subjects are being taught to a high standard and learning is evidenced through monitoring.</p>	<p>JM</p>		

<p>implementation of RSHE and PSHE curriculums.</p> <p><b>Spring 2022</b> Learning contexts are well planned and shared with stakeholders through the website.</p> <p>Autumn term assessments used to identify learning gaps and to inform intervention groups.</p> <p>Progress meetings are carried out.</p> <p><b>Summer 2022</b> SLT and LAC are confident in the delivery of a broad and balanced curriculum.</p> <p>Spring term assessments used to inform interventions and advise planning</p>	<p>Curriculum meetings are held between staff to ensure coverage of curriculum and review topics.</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>Any areas to improve, whether it be within the curriculum or children’s learning, are highlighted and addressed.</p> <p>A curriculum review is held to monitor the implementation and impact of the school’s curriculum.</p> <p>Interventions are formed to support learning gaps children may have.</p>	<p>Topics are planned and delivered to the highest possible standard.</p> <p>Learning gaps are addressed.</p> <p>If required, steps are taken to improve and necessary areas of teaching and learning or implementation of the curriculum.</p> <p>The school’s 2-year rolling curriculum is effective, being implemented well and is having the desired impact on learning outcomes.</p> <p>Any learning gaps are addressed.</p>	<p>SLT</p> <p>Teaching staff</p> <p>Teaching staff</p> <p>SLT/LAC</p> <p>Teaching staff</p>		
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<p>MAT curriculum leads positively impact the development of the school's curriculum.</p>	<p>Through cross-school monitoring, evaluating and implementation of new concepts, the effectiveness of the school's curriculum is assessed.</p>	<p>It is found that the curriculum offered by the school is of high quality and achieves what it aims to provide and equip our children with.</p>	<p>Subject Leads</p>		
<p>Writing throughout the school continues to be monitored rigioursly.</p>	<p>The writing opportunities and subsequently the standard of writing is developing across the school. Writing is well monitored and assessed in all areas with all staff, including teaching assistants, having opportunities to monitor and positively impact children's writing.</p>	<p>Writing progress and attainment is at least in line with the National Average.</p>	<p>LR/NC</p>		
<p>Annual review of curriculum carried out by Subject Leads and fed back to SLT and LAC.</p>	<p>Subject leads are given the opportunity to carry out a review of their subject areas, to monitor implementation and impact and then to develop any actions appropriate for the following year.</p>	<p>All areas of the curriculum are taught to a high quality and this is evidenced through learning. Any areas to improve are highlighted and steps are taken to</p>	<p>SLT/ Subject Leads</p>		

<p><b>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.</b></p> <ul style="list-style-type: none"> <li>○ Excellent practice is shared both ways, whether it be through Challenge Partners or through Research Circles within Leading Edge.</li> <li>○ Subject leaders oversee their subjects confidently and effectively. They are able to drive their subjects forward and become abassadors for them within the school. Monitoring of subjects is clear, rigiourous and allows for the teaching and learning in all subjects to continue to progress.</li> <li>○ All leaders within the school, as well as aspiring leaders, are provided with relevant and necessary professional development and training opportunities.</li> <li>○ Leaders throughout the school, in all capacities, share the purpose of continuous school improvement, clear ambitions for the school and are focused on always improving the strong quality of education throughout the school through high quality curriculum provision, informative assessment and monitoring and high quality teaching and learning delivery.</li> <li>○ Governance is strengthened within the school by ensuring all local academy committee members are well trained, confident and are instrumental in the continued progress the school makes.</li> <li>○ The Local Academy Committee are robust in their commitment to monitoring and school improvement and hold leaders to account on the quality of education.</li> </ul>			<p><b>In response to:</b></p> <ul style="list-style-type: none"> <li>- Leaders across the school having a shared drive and passion to continue to raise teaching and learning standards</li> <li>- Middle and Senior Leaders being ‘Ofsted ready’</li> <li>- Subjects to continue to progress, develop and provide maximum coverage</li> <li>- New Governors and structure wanting to ensure that their contribution to the school helps us continue to move forward</li> </ul>		
			<p><b>LEADING EDGE STRATEGY LINK:</b> 1.1.2; 1.2.1; 1.2.2; 1.3.1; 1.3.2; 2.1.1; 2.2.1</p>		
Milestones – what will have been achieved?	Actions and Success Criteria	Desired impact	Leaders/ Monitors	Cost	Notes
<p><b>Autumn 2021</b> Head of School enrolls on NPQH</p> <p>Subject Leads are given the appropriate support, time and development to ensure that their subjects are monitoried</p>	<p>Head of School begins NPQH</p> <p>Training opporutnities are accessed by subject leads to ensure effective monitoring of their subject is carried out in school. Online training is provided as well as consultation on leading subjects within small schools from Stuart Busby.</p> <p>Leaders are given dedicated time to monitor subjects and plan their development.</p>	<p>Head of School’s practice is refined and theories learnt positively impact the running of the school</p> <p>All subjects are monitored effectively and leaders have confidence in talking about their subject in detail, their actions and impact across the school.</p>	<p>JM</p> <p>JM, teachers</p>		

<p>appropriately and effectively.</p> <p>The LAC are well supported</p> <p>Floor books are implemented to evidence learning in foundation subjects</p> <p><b>Spring 2022</b> Challenge Partners review the quality of subject leadership and assessment of foundation subjects</p> <p>Staff are provided with the opportunity to access NPQs</p> <p><b>Summer 2022</b> LAC are successfully able to evidence the impact that their monitoring and leadership has had on the school</p>	<p>The Local Academy Committee are well supported in monitoring the curriculum within the school and are able to measure the impact their monitoring is having.</p> <p>Floor books allow for working documents to show progression through the year, aid in assessing foundation subjects and supports subject leads in monitoring their areas effectively.</p> <p>The school’s review gives an honest critique and which allows school leaders to reflect on current practices and consider future development.</p> <p>Middle leaders enrol on NPQLT or alternative middle leader training.</p> <p>Annual governance/LAC review demonstrates the involvement of the LAC and the impact that they have had on driving the school forward.</p>	<p>The LAC effectively monitor the curriculum throughout the school and can evidence notable impact of their monitoring.</p> <p>The quality of teaching and learning in foundation subjects is evidenced through floor books, allowing for effective subject monitoring and showing clear progression throughout year groups and key stages.</p> <p>The school can implement actions from the Challenge Partner review.</p> <p>Middle leaders become more confident within their roles and implement learnt strategies in training to further develop their own practice and the improvement of the school.</p> <p>The LAC are an intrinsic cog in the ongoing improvement of the school.</p>	<p>JM, DH</p> <p>Subject leads</p> <p>JM, NC</p> <p>Subject leads</p> <p>JM, DH</p>		
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<p><b>Priority 4: To reunite our school community both intrinsically as well as externally in our wider community.</b></p> <ul style="list-style-type: none"> <li>○ Whole school community has a shared understanding of the school’s vision and values.</li> <li>○ The wider school community values the school’s role and recognises the part it plays within St Buryan.</li> <li>○ Maintain the high engagement levels with parents and families which were developed over lockdown, ensuring parents take an increased interest in their child’s learning, progress and attainment.</li> <li>○ The school is once more a welcoming environment where families thrive.</li> <li>○ Families and children feel well supported in terms of well-being and academically.</li> <li>○ The village, locality and environment are used to utilise children’s learning.</li> <li>○ Children become global learners and contribute to their society.</li> <li>○ Links are made with other community groups: sports teams, art/drama/musical groups, residential homes as well as partnerships with other schools on a local and global scale.</li> </ul>		<p><b>In response to:</b></p> <ul style="list-style-type: none"> <li>- Recognition of the role the school plays within the community</li> <li>- Wanting to use community links and ties to maximise and enhance learning opportunities</li> <li>- Following lockdowns, to continue to build upon the positive relationships between home and school in order to give children the best learning experiences possible</li> </ul>			
		<p><b>LEADING EDGE STRATEGY LINK:</b> 1.1.1; 1.1.8; 1.2.1; 1.2.3; 3.2.2; 3.2.3</p>			
Milestones – what will have been achieved?	Actions and Success Criteria	Desired impact	Leaders/ Monitors	Cost	Notes
<p><b>Autumn 2021</b> The school sets up partnerships with local organisations such as religious groups, arts groups, sporting groups and more</p> <p>All stakeholders within the school are familiar with the school’s vision, values and ethos and recognises the</p>	<p>The school’s role within the community is re-established after COVID restrictions. The school take an active role within community events such as Remembrance Day and strike up partnerships with The Minack Theatre to develop extra-curricular activities and giving the children the platform to become contributors to their societies.</p> <p>The school’s vision is clear. The school’s ambition is recognised and celebrated. Teachers are knowledgeable on the school’s intent within the curriculum and all staff are strong advocates for the school. Through different channels, the school’s reputation is continuously built and endorsed. Parental and pupil surveys recognise the school’s place within the community.</p>	<p>The schools reputation and role within the community is strengthened once more. It is seen as a pillar of the community and these links allow for the school to develop learning in a real, relatable and purposeful manner.</p> <p>The school’s reputation continues to grow and is recognised as a family-friendly, community school.</p>	<p>JM, NC</p> <p>JM</p>		

<p>importance the community has in continually improving the learning the school can offer, not just what the school offers the community</p>					
<p>Parents play an intrinsic role in children’s learning by being involved in various on-site events that the school has and the re-launch of ‘face-to-face’ parental meetings</p>	<p>The offering of parental meetings is considered to allow parents to have an active and purposeful involvement in the learning and development of their children. Parents become actively involved in other areas of the school, such as Forest School.</p>	<p>Home/school relationships are further strengthened after COVID restrictions and parents continue to play an active role in their children’s learning in and out of school.</p>	<p>NC</p>		
<p>Parental and pupil surveys reflect the role our stakeholders have in the development of our school</p>	<p>Parental consultations for relevant policies and surveys reflect positively and feedback is used as considerations within on-going school development.</p>	<p>The role of our stakeholders is recognised within the whole school community.</p>	<p>JM</p>		
<p>Connected Classrooms project with Tanzanian schools is set-up and promoted</p>	<p>Links are made with schools in Tanzania (as well as the possibility of schools in different localities) to allow our children to be global learners and contribute to society positively on a local level as well as global.</p>	<p>The children of St Buryan Academy develop their knowledge and understanding of the world whilst developing their own visions and values as community members and individuals.</p>	<p>JM, EW</p>		
<p><b>Spring 2022</b> Arts Award Discover is offered within the school through</p>	<p>The school successfully gains Arts Award Discover status and the school’s offer within the wider curriculum is recognised.</p>	<p>Through the school achieving the status, the recognition of the arts – both teaching, learning and in the wider-curriculum – is celebrated.</p>	<p>RM, NC</p>		

<p>partnership with Minack Theatre</p> <p>Celebration days are used to involve parents as a way to showcase children’s work in the form of authentic outcomes</p> <p><b>Summer 2022</b> Links with community establishments, groups and clubs are established in preparation for the next academic year</p> <p>Parental and pupil consultations/surveys are held</p> <p>Review day is held between all staff and LAC</p>	<p>Classes carefully plan authentic outcomes, as evident in the school’s curriculum, to promote learning and engage children and parents.</p> <p>Teachers and LAC members meet to identify establishments or groups that could assist the school in terms of the wider-curriculum and help promote an aspirational mindset to our children.</p> <p>Surveys allow for the school to gauge the feelings of the school year according to our stakeholders and how these can inform future development plans.</p> <p>A chance to reflect on the academic year and for our LAC members and staff to work collaboratively to help support the development of our school.</p>	<p>Children’s learning is relatable, real and promotes their growing contributions to their community.</p> <p>Links with the community are further established to allow our children to become more aspirational in terms of their goals and mindset as well as being used to utilise learning opportunities.</p> <p>Stakeholders hold the school in high regard and are positive about the school in all areas, with actions to consider in our on-going improvement.</p> <p>The LAC and school staff contribute to the SEF and SDP.</p>	<p>All class teachers</p> <p>JM, NC</p> <p>JM</p> <p>JM</p>		
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