



SDP 2024/25

ST BURYAN ACADEMY

Evolution

To continue to develop oracy throughout the school in all curriculum areas and ensure that it is embedded across all age phases.



Equity

To raise pupil attainment and accelerated progress for the most vulnerable learners, ensuring that they are making the expected progress in-line with their individual needs...

Excellence

To embed an adaptive teaching philosophy in all curriculum areas.



Believe, Achieve, Aspire

To ensure the mental health needs of pupils and staff are supported.



School Improvement Plan 2024-2025

School Improvement Plan 2024-2025

GOLDEN THREADS:	L.E. Strategy	SCHOOL 2024-2025 PRIORITIES	Trust support / opportunities	School 2023-2024 PRIORITIES
<p style="text-align: center; color: #FFD700;">Oracy Collaboration Ambition Community Concepts Progression Adaptive</p>		<p>PRIORITY 1: To continue to develop oracy throughout the school in all curriculum areas and ensure that it is embedded across all age phases.</p> <p>Intended impact linked to Leading Edge Values: Evolution: <i>To continuously evolve our oracy offer in response to children’s individual and collective needs, especially with children being born during the pandemic coming into the school.</i> Excellence: <i>To strive for the best progress and outcomes across the curriculum with the development of talk, discussion and reasoning being a core concept of learning.</i> Equity: <i>For all children to have a platform, to have a voice and to develop their understanding and skills when articulating ideas, concepts and when engaging with others through spoken word.</i></p>	<p>TRUST support / collaboration:</p> <ul style="list-style-type: none"> - Opportunity for children to work together in collaborative projects to develop breadth and range of children that they share learning with - Staff to share best practices in oracy development through school - Partnership work with Cornwall Research School to develop staff 	<p>Priority 1: To enhance the provision of our Early Years Foundation Stage and deliver a highly ambitious curriculum that further promotes curiosity and deepens knowledge.</p> <p>Still development to action – much of which comes down to funding.</p>
		<p>PRIORITY 2: To raise pupil attainment and accelerated progress for the most vulnerable learners, ensuring that they are making the expected progress in-line with their individual needs.</p> <p>Intended impact linked to Leading Edge Values: Evolution: <i>For vulnerable children’s outcomes to be more in-line with their peers as well as making the progress expected as a group, as well as individually.</i> Excellence: <i>For the outcomes of vulnerable children to be closer to those of non-disadvantaged and other groups.</i> Equity: <i>For all children to have equitable opportunities across all curriculum areas and all else that school offers.</i></p>	<p>TRUST support / collaboration:</p> <ul style="list-style-type: none"> - For collaborative projects to be set up recognising the need and providing the facilities, opportunities and potential possibilities to enhance the school experience of vulnerable and disadvantaged children - For staff to have the opportunity to meet with professionals and colleagues to discuss strategies that support learning in specialist subject areas - To have access to resources (human or alternative) that can support the school and its children in raising the standards of focus groups 	<p>Priority 2: To provide enhanced opportunities that stretch and challenge our pupils across the curriculum.</p>

School Improvement Plan 2024-2025

	<p>PRIORITY 3: To embed an adaptive teaching philosophy in all curriculum areas.</p> <p>Intended impact linked to Leading Edge Values: Evolution: <i>For staff to adopt and fully implement a successful adaptive teaching culture and practice.</i> Excellence: <i>For high quality teaching to consistently take place, including the skill of identifying barriers to learning, reacting to them rapidly and plan for them.</i> Equity: <i>For all children to have equitable opportunities to learn, more pupils achieving better outcomes and for all children to have a chance to experience success.</i></p>	<p>TRUST support / collaboration:</p> <ul style="list-style-type: none"> - To access Cornwall Research School - For staff to observe high quality adaptive teaching examples and to access any suitable training which develops knowledge, understanding and skill 	<p>Priority 3: To ensure that the curriculums at all phases are well-sequenced and knowledge rich through maximising opportunities for collaborative working, creating global citizens and is accessible for all.</p>
	<p>PRIORITY 4: To ensure the mental health needs of pupils and staff are supported.</p> <p>Intended impact linked to Leading Edge Values: Evolution: <i>To continue to recognise the importance of well-being on our whole-school community and the impact this has on all aspects of school.</i> Excellence: <i>For well-being and mental health to be entwined within our curriculum and daily practice to enhance learning opportunities and whole-experience for all of our community.</i> Equity: <i>For all children to have the opportunity to thrive, shine and express themselves.</i></p>	<p>TRUST support / collaboration:</p> <ul style="list-style-type: none"> - Accessible well-being Trust package - For support to be given to staff in various ways in addition to Education Support - Collaborative well-being package or projects for children to access 	<p>Priority 4: To embed a whole school approach to oracy based learning and language development across the curriculum.</p> <p><i>Much development in the priority but realisation that this is a longer term focus.</i></p>

St Buryan Primary

Planning and PIE Monitoring Logs

School Improvement Planning and monitoring logs

LEADING STAFF MEMBER: Lisa Rendle

<p>Priority 1: To continue to develop oracy throughout the school in all curriculum areas and ensure that it is embedded across all age phases.</p> <p>Intended impact linked to Leading Edge Values: Evolution: <i>To continuously evolve our oracy offer in response to children's individual and collective needs, especially with children being born during the pandemic coming into the school.</i> Excellence: <i>To strive for the best progress and outcomes across the curriculum with the development of talk, discussion and reasoning being a core concept of learning.</i> Equity: <i>For all children to have a platform, to have a voice and to develop their understanding and skills when articulating ideas, concepts and when engaging with others through spoken word.</i></p>			<p>Evidence base / in response to:</p> <ul style="list-style-type: none"> - Commission on the Future of Oracy in England: https://oracyeducationcommission.co.uk/wp-content/uploads/2024/09/Speaking-Volumes-OEC-v6b.pdf - The feature of oracy in Bridget Phillipson's Curriculum and Assessment Review announcement - The recognition that the cohort coming into school September 2024 are children born within the pandemic, and those within Key Stage 1 are still impacted by the lack of opportunities to share early language and shared spoken word - The appreciation that the 23/24 SDP oracy priority is a long term ambition 			
Purpose:		Impact:		*Evidence base	PIE Monitoring	Cost
		Intended	Actual *	Cross reference – doc and date	Who? When?	
<p>Action: To adopt a whole school oracy practice and 'non-negotiables' which are apparent in the classroom and within lessons. As example: -Oracy Guidelines in all classrooms and referred to -Oracy Prompts to be evident in foundation subject books and for children to recognise where they can be found -Connect and Discuss evident in all classrooms and lessons -Pre-planned oracy opportunities planned for individual lessons (including use of talk partners) and in units of work (presentations, role play etc)</p>	<p>Timeline:</p> <p>Prompts, guidelines and classroom resources to be fully implemented by October Half Term, including children being able to refer to them.</p> <p>Opportunities to be factored and planned into teaching with immediate effect.</p>	<p>High quality oracy to be demonstrated around the school with progress in articulation to be apparent and clear.</p>		<ul style="list-style-type: none"> - Oracy guidelines evident in every classroom with impact monitored (see October learning exp.) - Assessing impact through structure of children's talk in terms of constructing answers - ABC used effectively in Porthcurno – rolling out to Nanjizal - Prompts used to support eloquence and depth of answer. Chn refer to these across the curriculum. - Oracy as a golden thread within lessons and assembly: more pre-planned opportunities 	<p>To be a standing item in all monitoring and within staff meetings. LR to lead with JM.</p>	

School Improvement Planning and monitoring logs

				are included within these times.		
<p>Action: For an assessment strategy for monitoring the progress of oracy individually, of groups and of the school.</p> <p>https://voice21.org/assessing-the-impact-of-oracy-on-your-students/</p> <p>https://www.educ.cam.ac.uk/research/programmes/oracytoolkit/tasks/afl/</p>	<p>Timeline: For an assessment strategy to be in place by the end of term to track and monitor oracy which teachers can use with confidence and accuracy.</p>			-Still in development, although informal assessment taking place	LK and JM termly with half-termly check ins.	
<p>Action: A whole school – and community – project which celebrates the power of oracy.</p>	<p>Timeline: End of school year.</p>				LK and JM, potentially within Leading Edge.	

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

Please consider - Previously identified – Expected impact

School Improvement Planning and monitoring logs

LEADING STAFF MEMBER:

<p>PRIORITY 2: To raise pupil attainment and accelerated progress for the most vulnerable learners, ensuring that they are making the expected progress in-line with their individual needs.</p> <p>Intended impact linked to Leading Edge Values: Evolution: <i>For vulnerable children’s outcomes to be more in-line with their peers as well as making the progress expected as a group, as well as individually.</i> Excellence: <i>For the outcomes of vulnerable children to be closer to those of non-disadvantaged and other groups.</i> Equity: <i>For all children to have equitable opportunities across all curriculum areas and all else that school offers.</i></p>		<p>Evidence base / in response to:</p> <p>-The disadvantage gap at EYFS is 4.6 months, whilst by the end of the primary school widens to 10.3 months; this widens further to 18+ months by the end of secondary school hence the necessity to act on this as early as possible in order to give children the best chance to succeed when leaving education (statistics from https://epi.org.uk/annual-report-2024-disadvantage-2/#:~:text=Throughout%20the%20stages%20of%20childhood,will%20fall%20behind%20their%20peers.).</p> <p>-Disadvantaged pupils at the End of KS2 performed in-line and above other groups within the school, LA and Nationally.</p> <p>-Disadvantaged pupils performed below their peers in the Y1 phonics check in school, LA and Nationally (School: 50% Cornwall: 72% Nationally: 68.3%).</p> <p>-Disadvantaged children were outperformed in their ELGs in 2024</p> <p>-69% of the school’s pupils are within the 40%-50% most deprived children, with 73% of the school’s children being in the bottom 50% of the most deprived children. In comparison across the country, on average, 79% of children are within the bottom 50% of most deprived (based on Income Deprivation Affecting Children – 2024 DfE Spring Census).</p> <p>*Note that the above school statistics are small cohorts</p>			
Purpose:	Impact:		*Evidence base Cross reference – doc and date	PIE Monitoring Who? When?	Cost
	Intended	Actual *			
<p>Action: The consideration and support given to all disadvantaged and vulnerable children when curriculum planning. Teachers to consider EEF intervention strategies (Closing the disadvantaged gap). Although some may not be achievable due to lack of adult support, teachers should consider the following when planning units of work and daily lessons: self-regulation, comprehension strategies, oracy intervention, feedback, collaborative learning, mastery learning, peer tutoring and phonics (information in link). Disadvantaged children and how they’re supported should be at the forefront of all teaching and learning.</p>	<p>Staff to have greater awareness of how they consider and cater for vulnerable children within their class. Implementation of strategies leads to greater progress and outcomes for disadvantaged children.</p>		<p>- All teachers have formed a PP document that outlines support disadvantaged children receive and in accordance with how often this takes place (every lesson, daily, specific lessons etc). This has helped focus on what we already do as well as additionally to support these children.</p>	<p>JM and JK Learning walks Pupil Progress Meetings</p>	

School Improvement Planning and monitoring logs

<p>Timeline: Immediate implementation.</p>					
<p>Action: Impactful IPMs and target setting, with robust and valuable termly meetings with parents and carers, with agreed 'home strategies' that support learning. Parents support learning with home activities to be carried out that relate to children's individual targets.</p> <p>Timeline: To be in effect for first IPM meetings (mid-Autumn Term).</p>	<p>Parents of vulnerable children to be involved in learning process and supporting children's education. In turn, this positively impacts some areas mentioned in Action 1.</p> <p>Engagement and motivation levels increase, leading to heightened outcomes.</p>		<p>-JK has carried out refresher training on IPMs for staff. All IPMs up-to-date and current, working in collaboration with parents.</p>	<p>JM and JK</p>	
<p>Action: Interventions to focus on vulnerable children and bottom 20% of children and to be targeted by reading support.</p> <p>Awareness of limited intervention opportunity due to lack of staff so consideration of how and when.</p> <p>Timeline:</p>	<p>Rapid progress made by vulnerable children and raised outcomes.</p>		<p>-Robust intervention support planned and being delivered by teaching staff (LK and LR) during MFL.</p>	<p>JM</p>	

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Please consider - Previously identified – Expected impact

School Improvement Planning and monitoring logs

LEADING STAFF MEMBER:

<p>PRIORITY 3: To embed an adaptive teaching philosophy in all curriculum areas.</p> <p>Intended impact linked to Leading Edge Values: Evolution: <i>For staff to adopt and fully implement a successful adaptive teaching culture and practice.</i> Excellence: <i>For high quality teaching to consistently take place, including the skill of identifying barriers to learning, reacting to them rapidly and plan for them.</i> Equity: <i>For all children to have equitable opportunities to learn, more pupils achieving better outcomes and for all children to have a chance to experience success.</i></p>		<p>Evidence base / in response to:</p> <ul style="list-style-type: none"> - Cultivating a more inclusive classroom space where each child's needs are addressed. - Understanding pupils' prior understanding of the subject matter to plan more effectively. - Ensuring that all pupils achieve the best outcomes possible. - Creating a supportive learning environment where students feel valued, engaged, and motivated to learn. - Promoting deep understanding and critical thinking. 			
Purpose:	Impact:		*Evidence base	PIE Monitoring	Cost
	Intended	Actual *	Cross reference – doc and date	Who? When?	
<p>Action: Teachers to always plan with the 4Ss in mind and clear opportunities for these: Scaffold, structure, scale and style: Adaptive Teaching: Scaffolds, Scale, Structure and Style (alexquigley.co.uk)</p> <p>Timeline: Autumn Term</p>	Greater consideration for all pupils in learning with equitable opportunities to access better outcomes.		<ul style="list-style-type: none"> - Examples evident in October learning explorations 	JM	
<p>Action: To upskill all staff in adaptive teaching and to grow confidence in how to implement it successfully Adaptive Teaching: A Step-by-Step Guide For Teachers (thirdspacelearning.com)</p> <p>Timeline: Autumn Term</p>	Increased confidence of staff members when effectively implementing adaptive teaching strategies.			JM	

School Improvement Planning and monitoring logs

<p>Action: To develop a robust assessment scheme for foundation subjects which highlight prior knowledge and areas to develop.</p> <p>Timeline: Autumn Term</p>	<p>Accurate assessment and teacher judgements which allow for prior knowledge to be highlighted and next steps to be planned for.</p>			JM	
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Please consider - Previously identified – Expected impact

School Improvement Planning and monitoring logs

LEADING STAFF MEMBER:

<p>PRIORITY 4: To ensure the mental health needs of pupils and staff are supported.</p> <p>Intended impact linked to Leading Edge Values:</p> <p>Evolution: <i>To continue to recognise the importance of well-being on our whole-school community and the impact this has on all aspects of school.</i></p> <p>Excellence: <i>For well-being and mental health to be entwined within our curriculum and daily practice to enhance learning opportunities and whole-experience for all of our community.</i></p> <p>Equity: <i>For all children to have the opportunity to thrive, shine and express themselves.</i></p>		<p>Evidence base / in response to:</p> <ul style="list-style-type: none"> -In response to DfE’s updated Promoting and Supporting Mental Health in Schools guidance (https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges) -Recognition of workload and demands on staff within a small school -The recognition that children with positive mental health are more likely to engage in learning and wider school opportunities 			
Purpose:	Impact:		*Evidence base	PIE Monitoring	Cost
	Intended	Actual *	Cross reference – doc and date	Who? When?	
<p>Action: For the school to have a Senior Mental Health Lead and advocate for positive well-being amongst children and staff, with an action plan on how to support Mental Health across the year and as a longer plan, this includes work with Sarah Sejhatari of CMHST. Timeline: Autumn Half Term</p>	For children to be happy, healthy and positively engaging in school. For children highlighted by staff to positively engage in learning and the wider school.		<ul style="list-style-type: none"> - Work with Cornwall MHST to support groups of pupils 	JM	
<p>Action: Staff to plan events linked to all aspects of diversity and protected characteristics (Inspecting teaching of the protected characteristics in schools - GOV.UK (www.gov.uk)). This should be linked to mid-term plans and opportunities to be linked into the school’s trips and wider opportunities journey. Links to the trips journey and mid term plan template can be found in the school’s teaching and learning handbook: St Buryan T&L Handbook</p>	Awareness of protected characteristics to enlighten children. Trips to provide meaningful and purposeful opportunities to challenge pupils.		<ul style="list-style-type: none"> -Diversity and protected characteristics evident in planning as well as assemblies 	JM	

School Improvement Planning and monitoring logs

<p>For the school to actively take part in recognised days within the calendar (Mental-health day etc.) and to plan activities around this.</p> <p>Timeline: To action immediately</p>					
<p>Action: To actively engage our community to build positivity around the school: -Community Club to engage with village community -St Buryan in 10 Book -Open Afternoons -Forest School partnerships -Partnerships with community groups (WI, Parish Council, Rotary Clubs) -Partnership with St Buryan Church -Using local businesses for wider opportunities -Partnership work with parents -Local sports and performance groups -Art exhibitions -Project week – ‘school shop’</p> <p>Timeline: Ongoing</p>	<p>Improve NOR Give children a sense of purpose and identity</p>		<p>-Community involvement with WI, published Buryan in 10 Book (JM to release press statement) with Penzance Rotary Club, Bonfire Night</p>	<p>All</p>	

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