



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR ST BURYAN PRIMARY SCHOOL

<b>Name of School:</b>	St Buryan Primary School
<b>Headteacher/Principal:</b>	Josh McDonald
<b>Hub:</b>	Cornwall Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	The Leading Edge Academies Partnership

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	07/03/2022
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	N/A
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	27/03/2017



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#### Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>Leadership at all levels</b>	Effective
<b>Quality of provision and outcomes</b>	Effective

#### AND

**Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs**

<b>Area of excellence</b>	Not submitted for this review.
<b>Previously accredited valid areas of excellence</b>	N/A
<b>Overall peer evaluation estimate</b>	Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.***

## **1. Context and character of the school**

St Buryan Primary School is smaller than primary schools nationally, with 85 pupils on roll, including a nursery provision. It is situated in a small village in the western edge of Cornwall and plays an important role in the local community. The school joined the Leading Edge Academies Partnership in October 2020 and works closely with its partner settings.

The school community, in line with many other rural areas of Cornwall, has a large percentage of pupils (95%) who are from white British backgrounds. The school lies within an area of relatively low socio-economic deprivation. The proportion of disadvantaged pupils is 18%. The percentage of pupils who have special educational needs and/or disabilities (SEND) is 11%.

The school's motto is 'Believe, Achieve, Aspire'. High expectations around the school are based around the belief that the unique aspirations of every child should be afforded significant attention and stimulated accordingly.

### **2.1 Leadership at all levels - What went well**

- The school is well led. Regular sharing of school development priorities has produced an enthusiastic and highly effective team. The impact of this team has been developed using focused coaching and continuing professional development (CPD), through external providers. The effective delegation of responsibilities has led to continuous improvements in all areas.
- Leaders base the curriculum on the school's vision of believe, achieve, and aspire. Their aim is to encourage pupils to 'shatter their glass ceilings' by ensuring that they develop the confidence to face the challenges of the next stage of their lives. A Year 4 pupil showed the impact of this work saying, 'I was not very confident in music but, with the help of this school, I can now produce higher and lower beats using an instrument.'
- Leaders have developed a broad, rich curriculum to provide opportunities for pupils to develop academically and personally. Using interlinked learning opportunities, pupils are encouraged to consider broad topics, such as the importance of exercise in a post Covid world. In many cases this work is supported using technology, which guides pupils to a wide range of contemporary resources. The impact of the curriculum focus is monitored by the school's leadership team, who ensure that the message that 'all should believe to achieve' permeates through all aspects of school life.
- Teachers comment positively about their opportunities to serve as subject leaders, who support the development of the school's curriculum offer. The

importance of this developing role for leaders is evidenced by a recent writing project, which has encouraged pupils to reflect on the local environment. The impact of this experience is shown by a Year 2 pupil's writing where they wrote, 'I found a fossil on the beach but put it back so others could see it. We have to keep the beach the same.'

- Leaders ensure that the quality of teaching continues to improve through increasingly regular monitoring, and well-organised, effective support. They are reflective practitioners who identify next steps for the school accurately and enthusiastically work with staff to address these. This is evident in their work supporting teachers to develop a consistent approach to the teaching of phonics and mathematics.
- All teachers are regularly invited to contribute to school improvement planning and self-evaluation. This shared accountability further promotes the positive ethos within the school. It also allows leaders to identify key strengths and to develop consistency further.
- Work with other schools in the academy allows high quality professional development and sharing of best practice. Attendance at 'research circles', which provide opportunities to develop subject knowledge and leadership skills, have continued to energise all teachers.
- Central to all aspects of the school's work is a focus on staff wellbeing. Several initiatives have been introduced to support staff to reinforce the positive culture of the school. The sharing of 'thank you' emails at the end of the week is a particularly well received initiative.
- Strategic recruitment of governors has ensured that an increasingly skilled body is now prepared to complete a regular and effective monitoring cycle. The early impact of this work has led to governors focusing on areas of school performance to provide effective challenge.

## **2.2 Leadership at all levels - Even better if...**

...leaders planned a whole-school 'wider world' cross-curricular project based on a high-quality text to positively develop pupils' knowledge, skills and attitudes towards diversity.

## **3.1 Quality of provision and outcomes - What went well**

- The quality of teaching and learning has led to improving outcomes within the school. The recent introduction of progressive teaching sequences across the curriculum is providing pupils with increasingly regular opportunities to recall prior learning and understand their next steps. This was evidenced by a Year 2 pupil who stated, 'our teachers always help us with the next step of our learning.'

- Joint planning sessions see all teachers sharing learning intentions and teaching ideas. This produces strong consistency in pedagogy and assessment, which strengthens pupils' learning. The recently introduced 'floor books' support this process by providing all staff with practical examples of skills progression they can refer to when planning.
- Pupils are very proud of the role that the school has played in their learning, and they appreciate when teachers plan activities closely matched to their interests. Pupils' enjoyment of learning has encouraged them to develop an in-depth learning of topics, as evidenced by a Year 6 boy who stated 'I am now a much better reader because my teacher introduced me to a style of books I really enjoy. This has encouraged me to understand how to develop characterisation in my writing.' Pupils' developing knowledge retention provides them with the basis to explore wider issues, such as gender equality, as evidenced by a Year 5 boy who said, 'International Women's Day will hopefully sort out equal pay, which is really important.'
- Teachers have established warm relationships with their pupils, who are very responsive and remain engaged throughout lessons. The caring, nurturing ethos of the school ensures that pupils' wellbeing has a high profile and there are high levels of respect between all. It encourages pupils to take risks with their learning. This was clearly demonstrated by a Year 5 pupil who shared, 'when I scored my first goal in basketball everybody cheered. This shows that everybody believes in you.'
- Pupils enjoy the wide variety of tasks and complete them well. They are productive, for example, regularly producing high quality pieces of writing. Pupils are proud of their work. They complete tasks fully and take care in the way they present them. Inspirational displays of pupils' work in shared spaces are used to celebrate success and inspire others.
- Questioning is a strength. It targets, probes, and appropriately tests pupils' knowledge. It works successfully because it is closely linked to teachers' strong subject knowledge and is replicated by support staff.
- Attitudes to learning are highly positive. Pupils are fully focused and highly engaged in lessons because of teachers' high expectations for challenge, behaviour, and learning. This has been a whole school focus, which is reaping rewards. Teachers are aware of the importance of developing pupils' social skills in all aspects of their work. One member of staff commented, 'we know our children very well. We support them to socialise with each other so that they can make the most of their time with us.'

### **3.2 Quality of provision and outcomes - Even better if...**

... teachers provided additional opportunities for children to access greater depth learning across the curriculum.

... teachers formalised their feedback policy and fully implemented it across the school to ensure that all pupils were aware of their next steps.

#### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Disadvantaged pupils perform well because the expectations placed upon them are equally high when compared with their non-disadvantaged peers. The school clearly promotes a message that 'every child has a strength, regardless of their background' in all elements of their work.
- During regular informal meetings staff discuss all pupils, with disadvantaged and vulnerable pupils receiving an increased focus to ensure that both their academic and pastoral needs are met precisely. School leaders have a clear vision for how enrichment opportunities can be used to develop key aspects of learning, such as confidence. Prior to Covid they provided disadvantaged pupils with regular opportunities to attend a range of extracurricular events, such as football club and visits to the local Minack theatre.
- The recently appointed SEND coordinator has established regular meetings with parents of pupils with additional needs pupils. This has supported parents and reduced the anxiety that many of them experienced during the recent pandemic. Evidence of the trusting relationship that has been developed with school was shown by a Year 2 parent who stated, 'we are delighted with the support that our daughter has received in school. This has reassured us as parents, and we can see the progress that she is making.'
- All staff are committed to ensuring that pupils with SEND make at least expected progress from their individual starting points. All pupils with identified additional needs receive regular interventions, which has helped them develop practical strategies to support their learning. The positive impact this support has had on confidence was evidence by a Year 2 pupil who stated, 'I really like maths now. I feel really smart because my teacher has shown me how to count beads if I get stuck.' Intervention groups have also developed pupils' confidence, as evidenced by a Year 4 girl who, after several sessions, felt able to join the Guides.
- All staff are supported by the inclusion leader to increase their confidence in planning activities to support the needs of all learners. A particular strength is the pastoral support provided for pupils whose confidence has been adversely affected by recent school closures. The development of voice recognition software which support the generation of writing and the provision of accessible resources, such as wobble cushions, also support the positive progress made by these pupils.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...leaders reinstated the extra-curricular and wider-curricular experiences and opportunities for all pupils, particularly the disadvantaged, in order to deepen and strengthen their knowledge, understanding and skillset; working alongside the Trust where appropriate to bring these opportunities to pupils across all schools.

...leaders implemented formal, termly pupil progress meetings that have a recognisable impact on outcomes for disadvantaged learners and those with additional needs.

#### **5. Area of Excellence**

N/A

#### **6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Continue to share practice with other settings to support EBIs.

#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events



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**allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.**

**Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.**