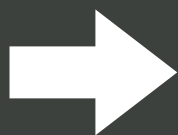




*Excellence - Equity - Evolution - Believe - Achieve - Aspire*

**2023/2023  
SCHOOL   
DEVELOPMENT PLAN**



[WWW.STBURYANACADEMY.COM](http://WWW.STBURYANACADEMY.COM)

# STBURYAN ACADEMY

**2023/2023**

**SCHOOL** [WWW.STBURYANACADEMY.COM](http://WWW.STBURYANACADEMY.COM)  
**DEVELOPMENT PLAN**

## **WHAT IS A SCHOOL DEVELOPMENT PLAN?**

Following an evaluative process, schools will highlight areas that they will prioritise as a focus for the academic year. Some schools do this on a three or five year cycle; however, at St Buryan Academy, we produce an annual development plan (SDP). The reason for this is so that we can stay at the forefront of the educational trends and focuses; it also means we can be proactive in reacting to more local needs or matters that need prioritising at St Buryan Academy.

Following our most recent OFSTED, July 2023, some next steps were raised that form priorities in our 2023/24 SDP.

Our SDP priorities link with Leading Edge's, our Multi-Academy Trust, Strategic Plan for 2023/24; enabling you to see how the fit into 'bigger pictures' and areas of focus across our Trust.

Priorities established on a SDP should not be seen as areas of weakness. They have been highlighted as areas to prioritise and develop over the course of the school year because they may be items that the school would like to develop further, implement, a wider education focus or an area that the school wish to progress in after evaluation from the previous academic year.



# **STBURYAN ACADEMY**

## St Buryan Academy School Improvement Plan 2023-24

GOLDEN THREADS:	L.E. Strategy	SCHOOL 2022-2023 PRIORITIES	Trust support / opportunities	School 2021-2022 PRIORITIES
<p style="color: #FFD700; margin: 0;">Believe Achieve Aspire</p> <p style="color: #FFD700; margin: 0;">Quality First Teaching</p> <p style="color: #FFD700; margin: 0;">Well-being</p> <p style="color: #FFD700; margin: 0;">Inclusivity</p> <p style="color: #FFD700; margin: 0;">Diversity</p> <p style="color: #FFD700; margin: 0;">Safeguarding</p> <p style="color: #FFD700; margin: 0;">SMSC and SEMH</p> <p style="color: #FFD700; margin: 0;">The 3 E's</p> <p style="color: #FFD700; margin: 0;">Reading</p>	<p>Priority 1: HIGH QUALITY AND INCLUSIVE EDUCATION</p> <p>Priority 2: SCHOOL IMPROVEMENT</p>	<p><b>PRIORITY 1:</b> <i>To enhance the provision of our Early Years Foundation Stage and deliver a highly ambitious curriculum that further promotes curiosity and deepens knowledge.</i></p> <p><b>Intended impact linked to Leading Edge Values:</b>  <b>Evolution:</b>  <i>Improved Nursery and EYFS provision leading to ELGs being at least in line with National (approximately 70%)</i>  <b>Excellence:</b>  <i>Nursery and EYFS provision is commended by external moderators</i>  <b>Equity:</b>  <i>Ambitious curriculum and high outcomes to reflect National figures</i></p>	<p><b>TRUST support / collaboration:</b></p> <ul style="list-style-type: none"> <li>- EYFS research circle engagement</li> <li>- Visiting of other EYFS provision and settings</li> <li>- Monitoring work with school improvement partner</li> </ul>	<p><b>Priority 1:</b></p> <p>To raise the progress and attainment of writing in all curriculum areas.</p> <p>Whilst huge development in writing standards and attainment has been made across the school and in all areas of the curriculum; time needs to be given for measurable impact to be evidenced.</p>
	<p>Priority 1: HIGH QUALITY AND INCLUSIVE EDUCATION</p> <p>Priority 2: SCHOOL IMPROVEMENT</p>	<p><b>PRIORITY 2:</b> <i>To provide enhanced opportunities that stretch and challenge our pupils across the curriculum.</i></p> <p><b>Intended impact linked to Leading Edge Values:</b>  <b>Evolution:</b>  <i>Providing greater opportunities for children to access more levels of challenge; therefore, achieving greater depth learning and outcomes across the curriculum</i>  <b>Excellence:</b>  <i>Raised percentage of children achieving greater depth outcomes</i>  <b>Equity:</b>  <i>Greater depth outcomes in line, or close to depending on percentage weight of number on roll, with Comparative Schools</i></p>	<p><b>TRUST support / collaboration:</b></p> <ul style="list-style-type: none"> <li>- Monitoring through school improvement partner</li> <li>- Area of focus within research circles</li> <li>- Sharing best practice across schools</li> </ul>	<p><b>Priority 2:</b></p> <p>To raise the average attendance figures across the school so that our end of year average is 96% or in-line with National figures.</p> <p><b>22/23 Attendance at 93.25%; Nationally at 94% for 23/24.</b>  <b>Termly attendance at SBA for 23/24:</b>  <b>Autumn – 90.7%;</b>  <b>Spring – 95.2%;</b>  <b>Summer – 94.67%.</b>  <b>Both Sp and Su above NA, Au attendance pulled down overall figure.</b></p>

## St Buryan Academy School Improvement Plan 2023-24

Priority 1: HIGH QUALITY AND INCLUSIVE EDUCATION  Priority 2: SCHOOL IMPROVEMENT	<p><b>PRIORITY 3:</b> <i>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.</i></p> <p><b>Intended impact linked to Leading Edge Values:</b>  <b>Evolution:</b>  <i>Curriculum planning reflects the restructure of classes through the school, ensuring that teaching and learning is well sequenced, ambitious and is delivered through high quality teaching</i>  <b>Excellence:</b>  <i>The curriculum maximises collaborative partnerships and opportunities that enhance learning</i>  <b>Equity:</b>  <i>The curriculum is accessible for all learners and their own individual needs</i></p>	<p><b>TRUST support / collaboration:</b></p> <ul style="list-style-type: none"> <li>- Sharing of best practice across schools</li> <li>- Work with organisations of note to enhance learning and help prepare children to be positive contributors to society on local and global levels</li> <li>- Work with County/similar settings on small school curriculum</li> </ul>	<p><b>Priority 3:</b></p> <p>To create collaborative provision across the community and Trust as part of the school's provision in order to raise progress and attainment.</p>	
Priority 1: HIGH QUALITY AND INCLUSIVE EDUCATION  Priority 2: SCHOOL IMPROVEMENT	<p><b>PRIORITY 4:</b> <i>To embed a whole school approach to oracy based learning and language development across the curriculum.</i></p> <p><b>Evolution:</b>  <i>An approach to enhance oracy, both in terms of greater opportunities and levels, is implemented and embedded across the curriculum.</i>  <b>Excellence:</b>  <i>Children's oracy is developed and enhanced in all areas of the curriculum, as well as through general conversation and interactions.</i>  <b>Equity:</b>  <i>Children with developmental delay have the same opportunities to experience success in oracy and are given the tools to ensure progress is made within the priority</i></p>	<p><b>TRUST support / collaboration:</b></p> <ul style="list-style-type: none"> <li>- Work with Penpol school in developing leaders with a leader of oracy specialism</li> <li>- Sharing best practices from schools with similar priorities as present or past</li> </ul>	<p><b>Priority 4:</b></p> <p>To carry out robust monitoring at all leadership levels across the curriculum.</p>	

Priority	Link to 'Log of Impact' form
Priority 1	<a href="#">EYFS log of impact UPDATE.pdf</a>
Priority 2	<a href="#">inclusive curriculum log of impact.pdf</a>
Priority 3	<a href="#">Level of challenge log of impact UPDATED.pdf</a>
Priority 4	<a href="#">oracy log of impact UPDATE.pdf</a>

# St Buryan Academy

## Planning and PIE Monitoring Logs



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

## School Improvement Planning and monitoring logs

LEADING STAFF MEMBER: Natasha Cross and Joanna Kwiatkowska

<p><b>Priority 1:</b> <i>To enhance the provision of our Early Years Foundation Stage and deliver a highly ambitious curriculum that further promotes curiosity and deepens knowledge.</i></p> <p>Intended impact linked to Leading Edge Values:</p> <p><b>Evolution:</b> <i>Improved Nursery and EYFS provision leading to ELGs being at least in line with National (approximately 70%)</i></p> <p><b>Excellence:</b> <i>Nursery and EYFS provision is commended by external moderators</i></p> <p><b>Equity:</b> <i>Ambitious curriculum and high outcomes to reflect National figures</i></p>		<p><b>Evidence base / in response to:</b></p> <ul style="list-style-type: none"> <li>- <b>July 2023 Ofsted feedback</b></li> <li>- <b>Recent advancements in Year 1-6 curriculum and delivery; renewed focus on continuous development of EYFS</b></li> <li>- <b>Ambition to provide high quality nursery provision to community and beyond</b></li> </ul>		
<p><b>Purpose:</b></p>		<p><b>Impact:</b></p>		<p><b>Notes (cost implications, evidence of impact, adaptations or evolution, examples of excellence):</b></p>
		Intended	Actual *	
<p><b>Action:</b> To develop a provision that allows children to apply their own knowledge and learnt skills, especially within writing and maths, independently.</p> <p>Rationale: <i>EYFS/Year1 team to research and instil continuous provision opportunities which are high quality, promote a curiosity and love for learning, allow children to follow their own lines of inquiry and are</i></p>	<p><b>Timeline:</b> To be in place for start of 2023/24 but ongoing to show evolution and ambition for excellence</p>	<p>Children have greater opportunities to apply learnt knowledge and skills</p> <p>Higher percentage of children achieving their English and Maths Early Learning Goals</p> <p>Activities promote children’s curiosity and understanding at a deeper level</p>		

## School Improvement Planning and monitoring logs

<p><i>inspired by teachers' input.</i></p>				
<p><b>Action:</b> To develop the outdoor provision within the 'Chy Palores' (Nursery) building and make full use of space.</p> <p>Rationale: <i>Following our recent Ofsted inspection, developing and maximising the potential of our environment was highlighted</i></p>	<p>Timeline:</p> <p>Plans and resources to be put together by October half term; provision equipped throughout the year depending on financial implications</p>	<p>An inspiring environment is created which promotes children's motor and physical development</p> <p>The environment helps aid children's independence and their own lines of inquiry</p> <p>The Nursery provision and Early Years environment play a role in increasing our intake and number on roll</p>		
<p><b>Action:</b> To develop the classroom so that it has clear areas for children to apply learnt knowledge and follow</p> <p>Rationale: <i>Opportunities for continuous provision relating to children's learning are sometimes limited; inspiring areas that promote children's application of mathematical</i></p>	<p>Timeline:</p> <p>To begin evolving from September 2023 with improvements over the course of the year</p>	<p>Areas that promote children to deepen their understanding are provided, along with their interests and curiousness. In turn, providing the children with the firm foundations needed for the future.</p>		

## School Improvement Planning and monitoring logs

<p><i>knowledge and learnt skills needs to be tailored, as does an engaging writing area that explores children's learning and topics</i></p>				
<p><b>Action:</b> To develop a clear Nursery and EYFS curriculum that ensures children are ready for the next stage of school with high ambition.</p> <p>Rationale: <i>Ensuring that our EYFS curriculum matches the high ambitions of the curriculum of the rest of the school, as commented on in our recent Ofsted report; especially due to the restructure of classes for 23/24</i></p>	<p>Timeline: Beginning of 2023/24 academic year</p>	<p>For the EYFS curriculum to reflect the high ambitions in the rest of the school through structure and aspirational expectations.</p> <p>For the school's ELG percentage to be at least in-line with the National Average.</p>		
<p><b>Action:</b> To develop staff knowledge and implementation of continuous provision.</p> <p>Rationale: <i>To ensure Early Years staff have current and up-to-date training,</i></p>	<p>Timeline: Ongoing through out 23/24</p>	<p>Training and collaborative opportunities reflect in daily practice as well as end of year outcomes.</p>		



## School Improvement Planning and monitoring logs

<i>implementing good practice that meet the needs of our children and school</i>				
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*\*update regularly as an impact log of actions – as a leaders and in SLT meetings*

## School Improvement Planning and monitoring logs

LEADING STAFF MEMBER: Josh McDonald

<p><b>Priority 2:</b> <i>To provide enhanced opportunities that stretch and challenge our pupils across the curriculum.</i></p> <p><b>Intended impact linked to Leading Edge Values:</b></p> <p><b>Evolution:</b> <i>Providing greater opportunities for children to access more levels of challenge; therefore, achieving greater depth learning and outcomes across the curriculum</i></p> <p><b>Excellence:</b> <i>Raised percentage of children achieving greater depth outcomes</i></p> <p><b>Equity:</b> <i>Greater depth outcomes in line, or close to depending on percentage weight of number on roll, with Comparative Schools</i></p>		<p><b>Evidence base / in response to:</b></p> <p><i>-Feedback from July 2023 Ofsted</i></p> <p><i>-Low percentage of children achieving 'greater depth' across the school</i></p>		
<p><b>Purpose:</b></p>		<p><b>Impact:</b></p>		<p><b>Notes (cost implications, evidence of impact, adaptations or evolution, examples of excellence):</b></p>
		<p>Intended</p>	<p>Actual *</p>	
<p><b>Action:</b> To continue with the implementation of a robust monitoring document linking termly attainment with attendance, club participation, groups of children and the intervention.</p> <p><b>Rationale:</b> <i>Following the success of the monitoring document linking all areas of school together showing a direct impact on progress and outcomes; for this to be then used more robustly to inform teaching and learning and other areas to improve outcomes</i></p>	<p><b>Timeline:</b>  Ongoing throughout 23/24</p>	<p>Teachers have expert knowledge of all children in their class, contributing factors to attainment and direction of progress across the year and primary journey.</p>		

## School Improvement Planning and monitoring logs

<p><b>Action:</b> To develop foundation subject assessment and use of outcomes to extend pupils where appropriate.</p> <p><b>Rationale:</b> <i>The need to robustly assess foundation subjects consistently across the school and Trust to inform planning and opportunities for challenge across the curriculum</i></p>	<p><b>Timeline:</b>  In place and trialled by Oct Half Term</p>	<p>Accurate judgements in assessment of foundation subjects are made, which are used to plan and structure next steps in learning with a focus on ambition and stretching children's learning.</p>		
<p><b>Action:</b> For further opportunities to be provided for children to access further challenge, particularly in maths and for this to be evident in books and learning.</p> <p><b>Rationale:</b> <i>The need for a greater percentage of children accessing and achieving greater depth learning and outcomes across the curriculum, with a particular focus in maths</i></p>	<p><b>Timeline:</b>  From September 2023</p>	<p>Children access more tailored challenge within lessons, leading to higher attainment across the curriculum with a focus on maths.</p>		
<p><b>Action:</b> For children attaining 'greater depth' to be featured within Pupil Progress meetings. How are they being</p>	<p><b>Timeline:</b>  From first PP meeting</p>	<p>Staff work collaboratively to celebrate and stretch learners achieving well, including sharing of strategies to pull children achieving 'working at expected standard' to 'greater depth' where and when appropriate.</p>		

## School Improvement Planning and monitoring logs

<p>extended, successes, barriers, maintaining high standards.</p> <p>Rationale: <i>The need to promote GD learners, giving them a platform for professional conversations to be held around their attainment and how they can they be stretched further</i></p>				
<p><b>Action:</b> Greater depth, or challenge, to be recognisable in books.</p> <p>Rationale: <i>The need for challenge to be easily identified by children and any monitoring taking place</i></p>	<p>Timeline: September 2023</p>	<p>For challenge to be evident in books and easily identifiable.</p>		
<p><b>Action:</b> To interact with Steplab as a coaching platform, continuing to develop and ensure high quality teaching across the school.</p> <p>Rationale: <i>For best practice to be shared and acted upon through colleagues across the Trust or through the use of coaching via StepLab</i></p>	<p>Timeline: Upon implementation at Trust level</p>	<p>Staff implement learnt coaching to raise percentage of children accessing and achieving greater depth learning.</p>		

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

**School Improvement Planning and monitoring logs**  
**Please consider - Previously identified – Expected impact**

## School Improvement Planning and monitoring logs

### LEADING STAFF MEMBER:

<p><b>PRIORITY 3:</b> <i>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.</i></p> <p><b>Intended impact linked to Leading Edge Values:</b></p> <p><b>Evolution:</b> <i>Curriculum planning reflects the restructure of classes through the school, ensuring that teaching and learning is well sequenced, ambitious and is delivered through high quality teaching</i></p> <p><b>Excellence:</b> <i>The curriculum maximises collaborative partnerships and opportunities that enhance learning</i></p> <p><b>Equity:</b> <i>The curriculum is accessible for all learners and their own individual needs</i></p>		<p><b>Evidence base / in response to:</b></p> <p><b>-Change of class structure</b></p> <p><b>-Trust Strategic Plan</b></p>		
<p><b>Purpose:</b></p>		<p><b>Impact:</b></p>		<p><b>Notes (cost implications, evidence of impact, adaptations or evolution, examples of excellence):</b></p>
		<p>Intended</p>	<p>Actual *</p>	
<p><b>Action:</b> To ensure that the learning journey element of lesson structure is used within each lesson from Year 1-6 as part of the lesson content; demonstrating the step that they are on, how their prior learning is applicable and where their learning is taking them.</p> <p><b>Rationale:</b> <i>Because of new class structure, teachers to implement structure. Trialled last year with success and wanting extra consistency through the</i></p>	<p><b>Timeline:</b> Ongoing throughout 23/24 but from September</p>	<p>Children successfully apply prior knowledge in all curriculum areas to develop new skills. Consistency in delivery across lessons and the school.</p>		

## School Improvement Planning and monitoring logs

<p><i>school, drawing on prior learning and applying new knowledge and skills.</i></p>				
<p><b>Action:</b> To ensure that all children, including those with SEN or disadvantaged groups, have access to the full curriculum on offer.</p> <p>Rationale: <i>The continuation of providing an all-inclusive curriculum where children with SEN or disadvantaged groups have equity in the education that they are been provided with</i></p>	<p>Timeline:  September 2023</p>	<p>The curriculum is one that all children can access; albeit in different styles or through various methods if appropriate. All children have equitable learning opportunities as well as wider curriculum experiences. All children, regardless of SEN or identifiable groups, make the required or targeted progress in all curriculum areas.</p>		
<p><b>Action:</b> Re-design of curriculum to cater for new class structure.</p> <p>Rationale: <i>Because of new class structure (Rec/Y1; Y2/3' Y4/5/6), the curriculum needed to be redesigned to ensure maximum coverage across all curriculum areas.</i></p>	<p>Timeline:  From September 2023</p>	<p>All curriculum areas have the required coverage as per the National Curriculum as well as the school's own curriculum vision.</p>		

*\*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><b>PRIORITY 4:</b> <i>To embed a whole school approach to oracy based learning and language development across the curriculum.</i></p> <p><b>Evolution:</b> <i>An approach to enhance oracy, both in terms of greater opportunities and levels, is implemented and embedded across the curriculum.</i></p> <p><b>Excellence:</b> <i>Children's oracy is developed and enhanced in all areas of the curriculum, as well as through general conversation and interactions.</i></p> <p><b>Equity:</b> <i>Children with developmental delay have the same opportunities to experience success in oracy and are given the tools to ensure progress is made within the priority</i></p>			<p><b>Evidence base / in response to:</b> -<i>Change of class structure</i> -<i>Trust Strategic Plan</i></p>	
<b>Purpose:</b>		<b>Impact:</b>		<p><b>Notes (cost implications, evidence of impact, adaptations or evolution, examples of excellence):</b></p>
		Intended	Actual *	
<p><b>Action:</b> Staff to carry out training and CPD in developing oracy with strategies to implement in teaching and learning.</p> <p>Rationale: <i>The need to effectively implement impacting oracy strategies into the curriculum</i></p>	<p>Timeline: Ongoing throughout 23/24</p>	<p>Staff embed learnt strategies into their teaching, ensuring developing oracy is a focus within lessons and the development of it is impactful across the school.</p>		
<p><b>Action:</b> To devise a way of assessing the progress of children's oracy.</p> <p>Rationale:</p>	<p>Timeline: September 2023</p>	<p>Progress in oracy to be evidenced effectively, gaps identified with strategies to close.</p>		



## School Improvement Planning and monitoring logs

<p><i>With oracy having a raised profile within the school, for it to be monitored and assessed accurately to show progress in this area</i></p>				
<p><b>Action:</b> Intervention to support those requiring oracy development, particularly those with SEND or who may be disadvantaged.</p> <p>Rationale: <i>Those children with identified gaps in language skills to have early intervention to address these</i></p>	<p>Timeline: From September 2023</p>	<p>Rapid progress to be made by children with identified oracy gaps, ensuring that they make good progress and bring them in-line, or as close to, with their peers in language skills.</p>		
<p><b>Action:</b> Intervention to support those requiring oracy development, particularly those with SEND or who may be disadvantaged.</p> <p>Rationale: <i>Those children with identified gaps in language skills to have early intervention to address these</i></p>	<p>Timeline: When gaps established, throughout 23/24</p>	<p>For those children with identified gaps in oracy skills to be given the support needed to make good progress.</p>		
<p><b>Action:</b> For strategies such as 'book oracy prompts' and 'Connect and Discuss' elements of</p>	<p>Timeline: Effective from September 2023</p>	<p>For strategies mentioned to be used to support oracy; in turn, these having a positive impact on children's subject-specific use of vocabulary and language.</p>		

**School Improvement Planning and monitoring logs**

<p>lessons to be implemented effectively.</p> <p>Rationale: <i>The need to develop resources to support children's oracy development</i></p>				
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*\*update regularly as an impact log of actions – as a leaders and in SLT meetings*

**Please consider - Previously identified – Expected impact**