



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Ashby Willesley Primary School



Core Strategic Plan 2024/2025

Received by LGB	11/09/2024
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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2024-2025	2025-2026	2026-2027
1. Leadership and Management	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Embed	Embed	Review / Implement
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Embed	Embed	Review / Implement
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Embed	Embed	Review / Implement
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Embed	Embed	Review / Implement
	2b	Develop projects to improve pedagogy across the MAT	Embed	Embed	Review / Implement
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Embed	Embed	Review / Implement
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Embed	Embed	Review / Implement
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Review / Implement	Embed	Embed
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Review / Implement	Embed	Embed
5.Outward Looking and Growth	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils	Review / Implement	Embed	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Embed	Embed	Review / Implement
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Review / Implement	Embed	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

Leadership Team				
Chloe Dilks Headteacher	Ashleigh Dowell Deputy Headteacher	Alison Wilder Assistant Headteacher	Alison Freeman SENDCo	Sara Riley-Lowndes Business Manager
<ul style="list-style-type: none"> • DSL • Strategic direction • Standards and Progress • Teaching and Learning • Behaviour • Attendance • Performance Management teachers • RSE Leader • MFL Leader • PHSE Leader • ITT • Mental Health First Aider – L3 • DT for LAC 	<ul style="list-style-type: none"> • DDSL • Deputise in absence of Headteacher • KS1/ EYFS Leader • Curriculum Leader • Enrichment • Part time teacher • Performance Management – support staff • ECT mentor • Mental Health First Aider – L3 • Pupil Premium 	<ul style="list-style-type: none"> • DDSL • Deputise in absence of Headteacher and Deputy Headteacher • KS2 Leader • English Leader • Assessment • Performance Management – support staff • EVC • Mental Health First Aider - L3 	<ul style="list-style-type: none"> • SEN Policy and provision • Complex Medical needs for pupils on SEND register 	<ul style="list-style-type: none"> • Finance • Premises • HR • Procurement • Health and safety • Staff member for medical needs and allergies • Designated Allergy aware designated person

Subject / area responsibilities		
Subject / area	Staff name	Governor link (if applicable)
Art	Claudi Edwards	Amy Masini
Computing	Michelle Lacey	Ian Gisbourne
Design and Technology	Jess Mildoon-Callaway	Louise Caller
English	Alison Wilder	Ian Gisbourne
Enrichment	Ashleigh Dowell	Amy Masini
Geography	Kat Dennis	Ian Gisbourne
History	Vanessa Ward	Geoff Foulds
Maths	Sally Tabberer	Geoff Foulds
Mental Health and Wellbeing (including Headteacher wellbeing)	Chloe Dilks	Amy Masini
MFL (French)	Chloe Dilks	Amy Parker
Music	Sarah Hender	Geoff Foulds
PE	Kate Wright and Jill Edwards	Louise Caller
Phonics	Catherine Anslow	Amy Parker
PSHE	Chloe Dilks	Amy Parker

RE	Dee Dixon Smith	Peter Jenkins
RSE	Chloe Dilks	Amy Parker
Science	Alex King	Louise Caller
SEND and ELSA wellbeing	Alison Freeman	Lydia Leeson
SMSC inc British Values	Chloe Dilks and Ashleigh Dowell	Lydia Leeson
EYFS	Ashleigh Dowell	Amy Parker
Pupil Premium	Ashleigh Dowell	Lydia Leeson
Governor Training and Development	Sara Riley-Lowndes	Ian Gisbourne
Parent Forum	Chloe Dilks	Ian Gisbourne
Health and Safety	Sara Riley-Lowndes	Louise Caller
Safeguarding	Chloe Dilks	Louise Caller
Finance	Sara Riley-Lowndes	Peter Jenkins

Long Term Development Plan

Focus Area	2024/2025	2025/2026	2026/2027
1. Leadership and management (including governance)	<ul style="list-style-type: none"> New SLT structure New School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Subject leaders confidently lead and talk about their subject areas. New subject leaders are supported and provided with CPD 	<ul style="list-style-type: none"> Embed SLT structure School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Subject leaders confidently lead and talk about their subject areas. New subject leaders are supported and provided with CPD 	<ul style="list-style-type: none"> Embed SLT structure School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Subject leaders confidently lead and talk about their subject areas. New subject leaders are supported and provided with CPD
2. Teaching and Learning	<ul style="list-style-type: none"> The overall effectiveness of teaching and learning to be at least good or outstanding in all areas Amend the curriculum plans as necessary Pupil voice demonstrates an improved retrieval of substantive and disciplinary knowledge. Staff to be confident in delivering most areas of the curriculum and identifying where CPD is needed. Most subject leaders to be confident in talking about their subject Review and implement new enrichment activities increasing their educational effectiveness. Focus on improving the implementation of the curriculum 	<ul style="list-style-type: none"> The overall effectiveness of teaching and learning to be outstanding in all areas Amend the curriculum plans as necessary Pupil voice demonstrates a good retrieval of substantive and disciplinary knowledge. Staff confident in delivering all areas of the curriculum. All subject leaders to be confident in talking about their subject Enrichment activities to be well-embedded and covering all areas of the curriculum. Implementation of the curriculum meets all pupils needs 	<ul style="list-style-type: none"> The overall effectiveness of teaching and learning to be outstanding in all areas Amend the curriculum plans as necessary Pupil voice demonstrates a confident retrieval of substantive and disciplinary knowledge. Staff confident in delivering all areas of the curriculum. All subject leaders to be confident in talking about their subject and leading others Enrichment activities well-embedded and covering all areas of the curriculum.

			<ul style="list-style-type: none"> Implementation of the curriculum meets all pupils needs
3. Standards in Core subjects	<ul style="list-style-type: none"> End of KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be above national average KS2 combined to be at least above national average KS2 progress to be positive in R,W,M Phonics screening to be above national average, with an increase in the average score. Increase in number of pupils achieving 100% on MTC - above 35%. Average score to increase. Increase in EXS and GDS writing across the school 	<ul style="list-style-type: none"> End of KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be well above national average KS2 combined to be well above national average KS2 progress to be positive in R,W,M Phonics screening to be well above national average, with an increase in the average score Increase in number of pupils achieving 100% on MTC - above 50%. Average score to increase. Maintain improved % EXS and GDS writing across the school 	<ul style="list-style-type: none"> End of KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be well above national average KS2 combined to be well above national average KS2 progress to be positive in R,W,M Phonics screening to be well above national average Increase in number of pupils achieving 100% on MTC - above 50% Maintain improved % EXS and GDS writing across the school.
4. Standards in other subjects	<ul style="list-style-type: none"> More robust assessment system in place to measure standards At least 75% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> Embedded assessment system in place to measure standards At least 80% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects. 	<ul style="list-style-type: none"> At least 80% of pupils working at the expected standard or above in foundation subjects. To maintain the higher % of pupils working at GDS in foundation subjects.
5. Standards in EYFS	<ul style="list-style-type: none"> Good Level of Development to be well above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. 	<ul style="list-style-type: none"> Good Level of Development to be well above NA At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. 	<ul style="list-style-type: none"> Good Level of Development to be well above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline.
6. Progress of different groups of learners	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing and be in line with NA Early identification and intervention of pupils who require SALT and for them to make progress from their baseline assessment. PP pupils to make progress in NTS SS scores in reading and maths (Y2-6) Pupils with SEND achieve at least 2 ISP targets termly To provide a narrative on non-academic progress of SEND and disadvantaged 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing and be in line with NA Early identification and intervention of pupils who require SALT and for them to make progress from their baseline assessment. PP pupils to make progress in NTS SS scores in reading and maths (Y2-6) Pupils with SEND achieve at least 2 ISP targets termly To provide a narrative on non-academic progress of SEND and disadvantaged 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing and be in line with NA Early identification and intervention of pupils who require SALT and for them to make progress from their baseline assessment. PP pupils to make progress in NTS SS scores in reading and maths (Y2-6) Pupils with SEND achieve at least 2 ISP targets termly

			<ul style="list-style-type: none"> To provide a narrative on non-academic progress of SEND and disadvantaged
7. Behaviour	<ul style="list-style-type: none"> Review behaviour policy Review system for recording and monitoring behaviour Reduction in number of negative incidents recorded, particularly with boys. Reduction in number of lunchtime incidents Reduction in number of suspensions over the year Zero permanent exclusions (of children who have been at the schools for more than 2 years) 	<ul style="list-style-type: none"> Review behaviour policy Review system for recording and monitoring behaviour Maintain the reduction in number of negative incidents recorded, particularly with boys. Maintain the reduction in number of lunchtime incidents Zero suspensions over the year Zero permanent exclusions (of children who have been at the schools for more than 2 years) 	<ul style="list-style-type: none"> Review behaviour policy Review system for recording and monitoring behaviour Maintain the reduction in number of negative incidents recorded, particularly with boys. Maintain the reduction in number of lunchtime incidents Zero suspensions over the year Zero permanent exclusions (of children who have been at the schools for more than 2 years)
8. Attendance	<ul style="list-style-type: none"> Introduce new attendance policy to reduce term time holidays Average attendance of all pupils at least 96% Closely monitor PP, SEND and previous CP pupils' attendance Improve attendance of persistently absent pupils from the previous year Work with families to improve punctuality of late pupils 	<ul style="list-style-type: none"> Average attendance of all pupils at least 96% Closely monitor PP, SEND and previous CP pupils' attendance with attendance to be 96%. Improve attendance of persistently absent pupils from the previous year Continue to work with families to improve punctuality of late pupils 	<ul style="list-style-type: none"> Average attendance of all pupils at least 96% Closely monitor PP, SEND and previous CP pupils' attendance with attendance to be 96%. Improve attendance of persistently absent pupils from the previous year Continue to work with families to improve punctuality of late pupils
9. Inclusion	<ul style="list-style-type: none"> Monitor and review accessibility to school site to enable inclusion of all pupils Monitor and review the curriculum to ensure it is accessible to all Monitor and review enrichment opportunities to ensure they are accessible to all 	<ul style="list-style-type: none"> Monitor and review accessibility to school site to enable inclusion of all pupils Monitor and review the curriculum to ensure it is accessible to all Monitor and review enrichment opportunities to ensure they are accessible to all 	<ul style="list-style-type: none"> Monitor and review accessibility to school site to enable inclusion of all pupils Monitor and review the curriculum to ensure it is accessible to all Monitor and review enrichment opportunities to ensure they are accessible to all
10. Safeguarding	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Full safeguarding training, including PREVENT, for all staff delivered by the LEA DSL training AD Safer recruitment training update for SLT Allegations training update for CD 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Whole school safeguarding training led by DSL DSL training AW 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Full safeguarding training, including PREVENT, for all staff delivered by the LEA DSL training SRL / CD
11. Health	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons PHSE clearly maps health and mental health teaching and learning Continue to participate in Active travel schemes Introduce OPAL Continue to offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons PHSE clearly maps health and mental health teaching and learning Continue to participate in Active travel schemes Embed OPAL 	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons PHSE clearly maps health and mental health teaching and learning Continue to participate in Active travel schemes Enhance OPAL

	<ul style="list-style-type: none"> In school ELSA trained to support pupil' mental health The school will maintain Platinum Sports Award Focus on staff and pupil mental wellbeing Healthy eating evident at snack time – healthy Eating Policy embedded Mental health support clearly signposted on school website for parents and staff School will investigate healthy awards available to schools 	<ul style="list-style-type: none"> Continue to offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 In school ELSA trained to support pupil' mental health The school will maintain Platinum Sports Award Focus on staff and pupil mental wellbeing Healthy eating evident at snack time Mental health support clearly signposted on school website for parents and staff 	<ul style="list-style-type: none"> Continue to offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 In school ELSA trained to support pupil' mental health The school will maintain Platinum Sports Award Focus on staff and pupil mental wellbeing Healthy eating evident at snack time
12. Parents and the Wider Community	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% or parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event at least 3 x per year. Parents invited to a class assembly once per year Regular visitors from religious places of worship to lead assemblies Each Year group to experience 4 enrichment opportunities – 'big' trip, in school, diversity and local community PTA to organise and run at least 6 events during the year The school takes part in at least 8 visits in the local community Increasing number of Parent/Family volunteers engaged to support learning Increased opportunities offered to parents to share information on the curriculum – one per term Termly parent forum meetings Opportunities offered to parents to upskill their own learning 	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% or parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event at least 3 x per year. Parents invited to a class assembly once per year Regular visitors from religious places of worship to lead assemblies Each Year group to experience 4 enrichment opportunities – 'big' trip, in school, diversity and local community PTA to organise and run at least 6 events during the year The school takes part in at least 10 visits in the local community Increasing number of Parent/Family volunteers engaged to support learning Increased opportunities offered to parents to share information on the curriculum – one per term Termly parent forum meetings Opportunities offered to parents to upskill their own learning 	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% or parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event at least 3 x per year. Parents invited to a class assembly once per year Regular visitors from religious places of worship to lead assemblies Each Year group to experience 4 enrichment opportunities – 'big' trip, in school, diversity and local community PTA to organise and run at least 6 events during the year The school takes part in at least 10 visits in the local community Increasing number of Parent/Family volunteers engaged to support learning Increased opportunities offered to parents to share information on the curriculum – one per term Termly parent forum meetings Opportunities offered to parents to upskill their own learning
13. British Values	<ul style="list-style-type: none"> Each class to have a Purple Parliament representative and greeter voted for by the class. Purple Parliament rep is able to explain what their role is Governors' awards voted for by pupils in each class 	<ul style="list-style-type: none"> Each class to have a Purple Parliament representative and greeter voted for by the class. Purple Parliament rep is able to explain what their role is 	<ul style="list-style-type: none"> Each class to have a Purple Parliament representative and greeter voted for by the class. Purple Parliament rep is able to explain what their role is

	<ul style="list-style-type: none"> Pupils to have responsibilities around school British and Core Values incorporated into Play assemblies Children's views sought on play in CINI assemblies - negotiate British Values and SMSC integrated into all curriculum areas. Opportunities to celebrate diversity monitored closely and reviewed Children can talk with increasing confidence about British Values 	<ul style="list-style-type: none"> Governors' awards voted for by pupils in each class Pupils to have responsibilities around school British and Core Values incorporated into Play assemblies Children's views sought on play in CINI assemblies - negotiate British Values and SMSC integrated into all curriculum areas. Opportunities to celebrate diversity monitored closely and reviewed Children can talk with increasing confidence about British Values 	<ul style="list-style-type: none"> Governors' awards voted for by pupils in each class Pupils to have responsibilities around school British and Core Values incorporated into Play assemblies Children's views sought on play in CINI assemblies - negotiate British Values and SMSC integrated into all curriculum areas. Opportunities to celebrate diversity monitored closely and reviewed Children can talk with increasing confidence about British Values
14. Staff CPD	<ul style="list-style-type: none"> Subject leaders upskilled through regular ongoing CPD All staff who teach curriculum areas offered CPD to ensure quality first teaching Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD Review impact of National College online CPD for all 	<ul style="list-style-type: none"> Subject leaders upskilled through regular ongoing CPD All staff who teach curriculum areas offered CPD to ensure quality first teaching Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD Review impact of National College online CPD for all 	<ul style="list-style-type: none"> Subject leaders upskilled through regular ongoing CPD All staff who teach curriculum areas offered CPD to ensure quality first teaching Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD Review impact of National College online CPD for all

Review of Priorities for 2023/24

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
<p>Priority 1</p> <p>Curriculum development</p>	<ul style="list-style-type: none"> All curriculum areas have a clear long-term plan that covers the statutory requirements of the National Curriculum. All documentation organised in a central place and school proformas available for a consistent approach. Key substantive and disciplinary knowledge in each curriculum area mapped out in year groups that allows learning to build up over time. All foundation subjects have 'Can Is' in place and are being implemented Curriculum areas have been streamlined to reduce unnecessary learning objectives to focus on core knowledge. Teachers have had additional release time to plan to manage workload. 	<ul style="list-style-type: none"> To review 'child-friendliness' of objectives to ensure children understand the objectives. Can your least able access it and are your most able challenged? Review fingerprints and ensure that these are referred to when planning foundation subjects to ensure the correct subject skills are the primary focus. Focus on CPD for other curriculum areas. Review monitoring timetable, considering the time of year most appropriate. Implement new French curriculum. To finalise EYFS documents for progression in DT and RE.

	<ul style="list-style-type: none"> • "Fingerprints" introduced to ensure consistency in subject specific intent of curriculum areas. • CPD lead by subject leaders with focus on music, DT, Art and PE • Curriculum lead and Headteacher have supported staff new to subject leadership. • Curriculum lead supported all staff when needed with curriculum development • Subject leaders have had good attendance at Trust subject meetings • Monitoring timetable created and shared to ensure there is a mixture of live and non-live monitoring in all curriculum areas throughout the year. • All subject leaders have undertaken monitoring following timetable • foundation subjects now have a document stating knowledge/ skills/ vocabulary that have been taught that may link to their subject. Also states what children will be assessed against to be expected in EYFS areas of learning. • All staff trained on EYFS curriculum and what it looks like in their subject • New curriculum has been implemented 	<ul style="list-style-type: none"> • ECT2 to shadow PHSE leader • PHSE curriculum to be reviewed to ensure it meets the emerging needs of our pupils. • Consider how more children can achieve GDS in all curriculum areas
<p>Priority 2 Cultural Diversity</p>	<ul style="list-style-type: none"> • KS2 have been introduced to a visual representation of the 5 British Value colours using each digit on their hands. They are able to remember these values and explain them more confidently now. • New British Values display in the hall which is referred to on a regular basis • Assemblies mapped out to cover BV • RE lead has adapted agreed syllabus to highlight key substantive and disciplinary knowledge and enable retention of knowledge. • 'Wonderful World of Willesley' (WWOW) display created and heritage of children has been celebrated. • African drumming workshop attended by all pupils • Year 3 and year 4 attended Global Leicester/ mosque • Art, History and music curriculums carefully planned to include diversity 	<ul style="list-style-type: none"> • To ensure consistency of diverse experiences for all year groups. • Link British and school Core Values to OPAL and CINI assemblies • Reinforce the use of language when talking about faiths e.g. Most instead of all. • To update WOW wall with new starters. • Continue to enhance diverse resources across the school. • Subject leads to continue to audit significant people who are taught through curriculum areas and amend accordingly to ensure diversity and inclusion are celebrated. • English lead to audit texts to ensure they reflect wide cultural diversity
<p>Priority 3 English</p>	<ul style="list-style-type: none"> • There is more of a focus on whole class shared reading. English lead has delivered staff meeting on the 'I do we do you do' approach. • Curriculum plans outline key vocabulary and this is more challenging to enhance pupils' understanding of higher level vocabulary. • High quality texts introduced in year groups. 	<ul style="list-style-type: none"> • Further clarity on reading lesson structures. • Continue to streamline writing across the school to ensure foundation skills are consolidated and consistent. • Improve teacher modelling of writing, ensuring a consistent approach across the school. • English lead to monitor 'I do, we do' and guided reading across the school • Early reading to ensure KS1 library is well organised • Monitor daily readers – is this happening across the school? • Phonics lead to organise and monitor phonics intervention for those not on track to pass the phonics screening in Years 1 and 2. Focus on Y5/6 GDS

Headline Results July 2024

Key	Below NA	Approx at NA	Above NA
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GLD (see cohort details for reasons for below % GLD)	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	79.2%	+0.9%	67.7%	11.5 %

Phonics screening y1	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	85%	-7.3%	80.2%	4.8 %

KS2

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)	
	Reading	EXP and ab	85%	+1.7%	74.3 %	+10.7 %	107.9	+1.1
		Greater depth	43%	+3 %	28.5 %	+16.5 %		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)	
	Writing	EXP and ab	78.3%	-1.7 %	71.8%	+6.5 %	NA	NA
		Greater depth	13.3 %	0%	12.9%	+0.4 %		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)	
	Maths	EXP and ab	91.7%	0%	73.1 %	+18.6 %	108.6	+1.6
		Greater depth	40%	11.7%	16.1 %	+23.9 %		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)	
	GAPS	EXP and ab	85%	0%	72.2 %	+12.8 %	108	0%
		Greater depth	45%	-3.3%	32 %	+13 %		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	
	Combined	EXP and ab	73.3%	-1.7%	60.6%	+12.7 %
		Greater depth	8.3%	+1.6%	7.7%	+0.6 %

Key Priorities for 2024/25



Implementation Plan / Logic Model



Priority 1	Personal Development	Leader(s)	
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
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What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> Teachers are concerned about increasing anxiety amongst pupils and referrals being made to the ELSA. Increased safeguarding concerns including parental conflict impacting pupil well-being and ability to focus on learning. Teachers having to spend increasing amounts of time dealing with lunch time issues. Concerns that there is a lack of resilience impacting children's attitudes. Cultural and diversity experiences and knowledge still need to be embedded in the curriculum. 	<ul style="list-style-type: none"> Lunchtimes have the highest number of behaviour incidents, generally related to football. More activities need to be available Pupils have voiced inconsistency in sanctions and instruction at lunchtimes Pupils still not confident in talking about other cultures and religions 	<ul style="list-style-type: none"> Pupils will be more regulated when they return after lunchtime Lunchtime incidents will reduce Pupils with mental wellbeing concerns will be happier and ready to learn Fewer ELSA referrals Pupils can talk confidently and respectfully about other religions

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
To ensure the PHSE curriculum content meets the needs of our pupils	X	<ul style="list-style-type: none"> Gather information from the ELSA about reasons for referrals. Regular monitoring of the worry box used by all children. Evaluate the curriculum to see how these needs are being met. Amend the curriculum as required. 	Pupils can talk respectfully about different cultures and beliefs All children who want to, are included on the WWOW wall
To improve play opportunities for children outdoors following the OPAL programme.	OPAL staffroom and CPD Creating Excellent in Primary School Playtimes	<u>OPAL 18month action Plan</u> <ul style="list-style-type: none"> To set up an OPAL working group and established a curricular lead for play. 	Children enjoy lunchtimes and engage in play of their choice, using a range of equipment.

		<ul style="list-style-type: none"> • Have a member of staff as play co-ordinator and give protected time to organise OPAL. • To write a school play policy. • To write a play action plan. • Audit current outdoor play resources • To plan and lead regular play assemblies linking to British and schools core values. • Survey stakeholders and children's views on current play offer and use results to inform action planning. • Repeat surveys over the year. • Classes to vote for a Purple Parliament Play Detective (PPPD) - members elected Autumn 1, • To have regular meetings with PPPD • Communicate regularly with parents and celebrate success on social media. • Add OPAL play page to school website. • Hold staff play events and allow staff to observe play. • Regular training for the play team. • Create an OPAL notice board. • Regular meetings with play governor • Integrate all ages across all spaces and motor equality • Set up clothing and footwear libraries • Consider how all outdoor spaces can be used all year round. • Re-wild / mow to enhance play • Prioritise health and safety including risk benefit • Train the play team in rapid and risk benefit approach. • To review job descriptions for play team. • Investigate clothing options for the play team. • To ensure all children have minimum 45 minutes to free play. • Re-organise lunch time to have a shared hour. • Build up loose parts and storage. • Plan opportunities for children to improve upper body strength- approach PTFA • To draw up plans to develop the KS1 playground 	<p>Fewer behaviour incidents reported.</p> <p>Children assess risks independently during play and are more resilient resulting in fewer first aid incidents.</p> <p>Pupils are more regulated when they return after lunchtime</p>
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To ensure more consistent cultural and diverse experiences are offered across the school.		<p><u>Cultural and Diverse experiences</u></p> <ul style="list-style-type: none"> • Improve the curriculum enrichment opportunities for diversity and cultural opportunities – • Add new pupils to WWOW wall. Keep it updated. • To organise whole school diversity experiences, Diwali and Chinese New Year. 	<p>All pupils in school feel valued, included and celebrated.</p> <p>Pupils can talk sensitively about what they have learnt.</p>
To provide opportunities for pupils to develop core values across school		<p>To organise events for children to show case talents and develop confidence when performing and speaking e.g. junior speak, music evening, Willesley's got talent, art exhibitions.</p> <p>To hold regular meetings with the PPPD's to share pupils voice and offer suggestions and ideas.</p>	

Activity	OPAL	Time out of classroom for staff	Monitoring	CPD
Cost	£ 6000 + storage costs £1500 £3000	OPAL 2 x hours a week LSA 6 x 1 hours meetings over the year for play team 6 x half day meetings with OPAL mentor core group team		OPAL Play training day for all staff 6 x 1 hours meetings over the year for play team 6 x half day meetings with OPAL mentor core group team ECT2 – CPD for PHSE

Priority 2	Curriculum	Leader(s)	CD AD
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> Teachers would like a more hands on approach to teaching and learning. Teachers would like to be clear on how the assessment system is used for foundation subjects and how to implement this consistently between subjects/ year groups. 	<ul style="list-style-type: none"> Less able pupils must all be able to access the learning More able pupils need to be challenged more Children have said they enjoy practical learning. 	<ul style="list-style-type: none"> Increase in pupil in all subjects, including being aware of who is more able Pupil voice is more positive about curriculum areas ICARE assessment indicates that children are becoming more resilient

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Improve implementation of all foundation curriculum areas – particular focus on geography and French	EEF – Improving Education reports OFSTED subject reports	<ul style="list-style-type: none"> Ensure fingerprints for each subject are considered when planning lessons. Are subject skills being taught? Design and launch new website ensuring curriculum documents are accurate and clear Provide parents/ careers with curriculum overviews Improve the curriculum enrichment opportunities for diversity and cultural opportunities. Staff meeting CPD on accessibility. Can your least able child access the learning? Is your most able child being challenged? CPD for challenging more able pupils and consider how this is assessed. Reflect and evaluate on existing pedagogy and how this can be adapted to suit our learners needs. - SLT to develop ICARE assessment alongside subject leaders. 	Children can recall subject knowledge in greater detail.
Launch new Website			An increasing number of children being identified as being more able in foundation subjects.
Improve communication with parents	EEF- Working with parents to support children’s learning		
Ensure the curriculum is accessible to all			
To develop and implement ICARE assessment system	Emma Turner- Simplicitus		

		<ul style="list-style-type: none"> • Clear understanding of what each aspect looks like and evidence required • To provide CPD on the assessment system 	
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Activity	Website	Time out of classroom for staff	Monitoring	CPD
Cost	£2500	As needed	Staff Meeting time	Staff Meeting time



Implementation Plan / Logic Model



Priority 3	English	Leader(s)	
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
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What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> • Clarification on expectations for each year group in writing • Clarification on how the key skills in writing progress across the school • Inconsistency in handwriting and how it is taught across school. 	<ul style="list-style-type: none"> • Less able pupils need a more accessible curriculum • WTS pupils need more reading opportunities 	Writing attainment needs to increase in all year groups, including GDS.

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
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Priority 3	English	Leader(s)	
Start Date:	August 2024	Mid-Review:	February 2025
Evaluation Date:	July 2025		
Provide timely intervention for pupils who require it	EEF Reading comprehension strategies	<ul style="list-style-type: none"> • Provide clear expectations of staff regarding daily readers to help close the gap. • Investigate ways to support and encourage families to read on a regular basis at home. • Provide CPD to support staff around high-quality reading with children. • Continue to maintain the high quality of phonics provision across the school. • Quickly identify pupils in EYFS and Y1 who require phonics intervention and offer intervention with trained member of staff • Continue to provide intervention for pupils who did not pass phonics at Y2 • Quickly identify pupils in EYFS and Y1 who require speech and language intervention and need to continue in Y2. Provide quality intervention– investigate external SALT. • Identify pupils WTS in Year 6 and provide weekly, targeted intervention • Identify pupils GDS in Year 6 and provide weekly, targeted intervention. • Ensure clarity for teaching staff on assessment in writing – of achieving aspects and applying, they are on track to be EXS? • Consider having check lists like Year 2/ 6 TAFs to make GDS expectations clear. • English Lead to check existing check lists against SLT assessment grids. 	<p>Pupils make measurable progress – phonics scores, NTS, AR, SWST, time to read texts fluently.</p> <p>Pupils make progress in phonics Y1 Phonics % and average score above National Average Most pupils pass Y2 phonics</p>
Ensure key skills are embedded in writing across the school and are in line with the NC expectations.			
To implement a whole school handwriting scheme to assist with consistency.			

Priority 3	English	Leader(s)	
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
		<ul style="list-style-type: none"> To provide regular opportunities for extended independent writing to promote creativity and stamina. English Lead to work with Year groups to ensure key skills eg sentences, full stops, knowledge of age-related grammar are embedded before moving on too quickly and monitor. English lead to ensure planning documents show clear progression and expectations. SLT to choose and implement whole school handwriting scheme and approaches to teaching it. Clear expectations provided to staff as to what a handwriting lesson looks like and how it progresses across the school. 			

Activity	EEF Course explicit teaching of vocabulary	Time out of classroom for staff	Monitoring	CPD
Cost		Subject leader 1 afternoon per week		Ongoing CPD

Staff Professional Development Plan (CPD)

Whole school priority link	What needs to be achieved?	How (training, by whom?)	What will success look like and what will be its impact?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?
Priority 1	OPAL training for all staff	Play team and OPAL mentor	<ul style="list-style-type: none"> OPAL implemented at lunchtimes Play team are confident managing it Children will enjoy lunchtimes more 	£6000	Play team Governors

			<ul style="list-style-type: none"> Less behaviour and first aid incident 		
Priority 2	Staff need to use more practical and subject approach to teaching and learning of foundation subjects.	Staff meetings	<ul style="list-style-type: none"> Lessons will have more high quality, practical activities 		
Priority 3	Taring for support staff on how to read 1-1.	SLT in LSA and 1-1 support meetings	<ul style="list-style-type: none"> Adults will provide high quality reading opportunities for children, particularly those who are less able, ensuring comprehension is a focus. 		

Governance Review, Development and Monitoring Plans

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like / what is the impact?
Governor Training	Louise Caller & Ian Gisborne will pull together a Governor Training Guide to aid any new Governors joining the team but also to ensure that the Willesley Governors are competent in discharging their Governing Board duties.	June 2025	The production of a Governor training guide.