



# Ashby Willesley Primary School



## Core Strategic Plan 2021-22

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## Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2021-2022	2022-2023	2023-24
<b>1. Leadership and Management</b>	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	Review / Implement	Embed	Embed
	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'	Review / Implement	Embed	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Review / Implement	Embed	Embed
<b>2. Teaching, Learning and Assessment</b>	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Review / Implement	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Review / Implement	Embed	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Review / Implement	Embed	Embed
<b>3. Behaviour, Safety and Welfare of Pupils (including mental health)</b>	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Review / Implement	Embed	Embed
	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	Embed	Review / Implement	Embed
<b>4. Outcomes for Pupils and groups</b>	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	Embed	Review / Implement	Embed
<b>5.Outward Looking and Growth</b>	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 <b>Aim is for 12 schools by 2024</b>	Embed	Review / Implement	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Review / Implement	Embed	Embed
	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)	Embed	Review / Implement	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

### Ashby Willesley Leadership Team

<b>Chloe Dilks Headteacher</b>	<b>Sue Rainbow Deputy Headteacher</b>	<b>Alison Wilder Assistant Headteacher</b>	<b>Ashleigh Dowell EYFS Leader</b>	<b>Lisa Watson Business Manager</b>
<ul style="list-style-type: none"> <li>• Designated safeguarding lead</li> <li>• Strategic direction</li> <li>• Standards and Progress</li> <li>• Curriculum teaching and learning</li> <li>• Attendance</li> <li>• LAC Designated teacher</li> <li>• Performance management teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy designated safeguarding lead</li> <li>• Deputise in absence of Headteacher</li> <li>• EVC</li> <li>• Part time teacher</li> <li>• Behaviour</li> <li>• R2R</li> <li>• Performance Management – support staff</li> <li>• British Values, SMSC</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy designated safeguarding lead</li> <li>• Deputise in absence of Headteacher and Deputy Headteacher</li> <li>• English lead</li> <li>• Assessment</li> <li>• Performance Management – support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil premium</li> <li>• EYFS standards and progress</li> <li>• Performance Management – support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Premises</li> <li>• HR</li> <li>• Procurement</li> <li>• Health and safety</li> </ul>

### Other leadership areas

<b>Subject (s)</b>	<b>Leader</b>	<b>Governor Partner</b>
Maths	Sally Tabberer	Simon Thompson
English	Alison Wilder	Jay Atoubra
Science	Alex King	Louise Caller
Phonics, KS1 standards and progress, Art and Design	Emma Sturgess	Jay Atoubra
PSHE, RSE and mental wellbeing, Healthy Schools	Gill Pearson	Sharan Watson
SEND and ELSA wellbeing	Alison Freeman	Lydia Leeson
ECT/ITT, PE curriculum	Heidi Elliott	Geoff Foulds
Computing	Jill Edwards	Ian Gisbourne
Religious Education	Dee Dixon Smith	David Singh
MFL	Jeanette Martindale	
Music and Performing Arts	Sarah Hender	
Design and Technology	Jess Callaway	
Forest School	Lucy O'Connell	
School Council	Michelle Lacey	
Enrichment and extra-curricular PE	Kate Hynard	Geoff Foulds
Geography, History	Sue Rainbow	
EYFS		

## Long Term Development Plan

<b>Focus Area</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
<b>1. Leadership and management (including governance)</b>	<ul style="list-style-type: none"> <li>• SLT new structure - Headteacher, Deputy, Assistant</li> <li>• School website meets all statutory requirement</li> <li>• School meets all data protection requirements</li> <li>• The governing body ensures that all statutory duties are met for the year</li> <li>• Recruitment of new governors to strengthen expertise (in response to skills audit)</li> </ul>	<ul style="list-style-type: none"> <li>• School website meets all statutory requirement</li> <li>• School meets all data protection requirements</li> <li>• The governing body ensures that all statutory duties are met for the year</li> </ul>	<ul style="list-style-type: none"> <li>• School website meets all statutory requirement</li> <li>• School meets all data protection requirements</li> <li>• The governing body ensures that all statutory duties are met for the year</li> </ul>
<b>2. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• At least 95% of lessons to be at least good</li> <li>• At least 25% of lessons to be outstanding</li> <li>• Book scrutiny shows that pupils are appropriately challenged and make at least good progress.</li> <li>• Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make good progress as a result</li> <li>• Continued focus on reduced workload: feedback and data collection</li> <li>• Embed the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 95% of lessons to be at least good</li> <li>• At least 30% of lessons to be outstanding</li> <li>• Book scrutiny shows that pupils are appropriately challenged and make at least good progress.</li> <li>• Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result</li> <li>• Continued focus on reduced workload: feedback and data collection</li> <li>• Consolidate the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 95% of lessons to be at least good</li> <li>• At least 30% of lessons to be outstanding</li> <li>• Book scrutiny shows that pupils are appropriately challenged and make at least good progress.</li> <li>• Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result</li> <li>• Continued focus on reduced workload: feedback and data collection</li> <li>• Review skills and progression maps for all curriculum areas to ensure higher quality provision for all.</li> </ul>
<b>3. Standards in Core subjects</b>	<ul style="list-style-type: none"> <li>• End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths.</li> <li>• GDS to be above national average</li> <li>• KS2 combined to be at least above national average</li> <li>• KS2 progress above 0 in R,W,M</li> <li>• Phonics screening to be at least national average</li> </ul>	<ul style="list-style-type: none"> <li>• End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths.</li> <li>• GDS to be above national average</li> <li>• KS2 combined to be at least above national average</li> <li>• KS2 progress above +0.5 in R,W,M</li> <li>• Phonics screening to be above national average</li> </ul>	<ul style="list-style-type: none"> <li>• End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths.</li> <li>• GDS to be above national average</li> <li>• KS2 combined to be at least above national average</li> <li>• KS2 progress above +0.5 in R,W,M</li> <li>• Phonics screening to be above national average</li> </ul>
<b>4. Standards in other subjects</b>	<ul style="list-style-type: none"> <li>• At least 70% of pupils working at the expected standard or above in foundation subjects.</li> <li>• To increase the % of pupils working at GDS in foundation subjects</li> </ul>	<ul style="list-style-type: none"> <li>• At least 75% of pupils working at the expected standard or above in foundation subjects.</li> <li>• To increase the % of pupils working at GDS in foundation subjects</li> </ul>	<ul style="list-style-type: none"> <li>• At least 75% of pupils working at the expected standard or above in foundation subjects.</li> <li>• To increase the % of pupils working at GDS in foundation subjects</li> </ul>

<b>5. Standards in EYFS</b>	<ul style="list-style-type: none"> <li>• Good Level of Development to be above national</li> <li>• 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.</li> <li>• At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs</li> </ul>	<ul style="list-style-type: none"> <li>• Good Level of Development to be above national</li> <li>• 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.</li> <li>• At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs</li> </ul>	<ul style="list-style-type: none"> <li>• Good Level of Development to be above national</li> <li>• 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.</li> <li>• At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs</li> </ul>
<b>6. Progress of different groups of learners</b>	<ul style="list-style-type: none"> <li>• To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading</li> <li>• An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school</li> <li>• Pupils with SEND achieve at least 2 ISP targets termly</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading</li> <li>• An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school</li> <li>• Pupils with SEND achieve at least 2 ISP targets termly</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading</li> <li>• An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school</li> <li>• Pupils with SEND achieve at least 2 ISP targets termly</li> </ul>
<b>7. Behaviour</b>	<ul style="list-style-type: none"> <li>• Zero permanent exclusions (of children who have been at the schools for more than 2 years)</li> <li>• Behaviour for learning judged to be at least good in 95% of learning walks and observations</li> </ul>	<ul style="list-style-type: none"> <li>• Zero permanent exclusions (of children who have been at the schools for more than 2 years)</li> <li>• Behaviour for learning judged to be at least good in 95% of learning walks and observations</li> </ul>	<ul style="list-style-type: none"> <li>• Zero permanent exclusions (of children who have been at the schools for more than 2 years)</li> <li>• Behaviour for learning judged to be at least good in 95% of learning walks and observations</li> </ul>
<b>8. Attendance</b>	<ul style="list-style-type: none"> <li>• Average attendance of all pupils at least 96%</li> <li>• Average attendance of disadvantaged is at least 94%</li> </ul>	<ul style="list-style-type: none"> <li>• Average attendance of all pupils at least 96.5%</li> <li>• Average attendance of disadvantaged is at least 94.5%</li> </ul>	<ul style="list-style-type: none"> <li>• Average attendance of all pupils at least 96.5%</li> <li>• Average attendance of disadvantaged is at least 94.5%</li> </ul>
<b>9. Inclusion</b>	<ul style="list-style-type: none"> <li>• The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2</li> <li>• Embed alternative provision</li> </ul>	<ul style="list-style-type: none"> <li>• The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2</li> <li>• Consolidate alternative provision</li> </ul>	<ul style="list-style-type: none"> <li>• The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2</li> <li>• Review alternative provision</li> </ul>
<b>10. Safeguarding</b>	<ul style="list-style-type: none"> <li>• Annual Safeguarding Audit identifies that the school meets <b>all</b> statutory duties</li> <li>• Embed schools safeguarding recording system</li> <li>• DSL Training – SR</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Safeguarding Audit identifies that the school meets <b>all</b> statutory duties</li> <li>• DSL training – CD</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Safeguarding Audit identifies that the school meets <b>all</b> statutory duties</li> <li>• DSL training AW</li> </ul>
<b>11. Health</b>	<ul style="list-style-type: none"> <li>• 2 hours per week of quality PE lessons in</li> <li>• Continue to participate in Active travel schemes</li> <li>• Introduce Happy Lunctimes to promote inclusion and positive relationships -</li> <li>• Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6</li> <li>• In school ELSA trained to support pupil' mental health</li> <li>• The school will maintain it's Gold Sports Award</li> </ul>	<ul style="list-style-type: none"> <li>• Embed Happy Lunctimes to promote inclusion and positive relationships</li> <li>• 2 hours per week of quality PE lessons in</li> <li>• Continue to participate in Active travel schemes</li> <li>• Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6</li> <li>• In school ELSA trained to support pupil' mental health</li> <li>• School achieves Healthy School Award</li> </ul>	<ul style="list-style-type: none"> <li>• Review Happy Lunctimes to promote inclusion and positive relationships</li> <li>• 2 hours per week of quality PE lessons in</li> <li>• Continue to participate in Active travel schemes</li> <li>• Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6</li> <li>• In school ELSA trained to support pupil' mental health</li> <li>• School maintains Healthy School Award</li> </ul>
<b>12. Parents and the Wider Community</b>	<ul style="list-style-type: none"> <li>• 95% of parents have downloaded the WEDUC app</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of parents have downloaded the WEDUC app</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of parents have downloaded the WEDUC app</li> </ul>

	<ul style="list-style-type: none"> <li>• At least 90% of parents will attend parents' progress meetings</li> <li>• At least 90% of disadvantaged families will attend parents' evenings</li> <li>• Parents will be invited to attend a celebration event at least once per term.</li> <li>• Parents invited to a class assembly once per year</li> <li>• Regular visitors from religious places of worship to lead assemblies</li> <li>• Develop further links with the local community</li> <li>• WASPs (PTA) to organise and run at least 6 events during the year</li> <li>• The school takes part in at least 6 visits in the local community</li> <li>• Parent volunteers engaged to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• At least 90% of parents will attend parents' progress meetings</li> <li>• At least 90% of disadvantaged families will attend parents' evenings</li> <li>• Parents will be invited to attend a celebration event at least once per term.</li> <li>• Parents invited to a class assembly once per year</li> <li>• Regular visitors from religious places of worship to lead assemblies</li> <li>• Develop further links with the local community</li> <li>• WASPs (PTA) to organise and run at least 6 events during the year</li> <li>• The school takes part in at least 6 visits in the local community</li> <li>• Parent volunteers engaged to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• At least 90% of parents will attend parents' progress meetings</li> <li>• At least 90% of disadvantaged families will attend parents' evenings</li> <li>• Parents will be invited to attend a celebration event at least once per term.</li> <li>• Parents invited to a class assembly once per year</li> <li>• Regular visitors from religious places of worship to lead assemblies</li> <li>• Develop further links with the local community</li> <li>• WASPs (PTA) to organise and run at least 6 events during the year</li> <li>• The school takes part in at least 6 visits in the local community</li> <li>• Parent volunteers engaged to support learning</li> </ul>
<b>13. British Values</b>	<ul style="list-style-type: none"> <li>• Each class to have a Purple Parliament representative and greeter voted for by the class.</li> <li>• Governors' awards voted for by pupils in each class</li> <li>• Job centre – pupils to have responsibilities around school</li> <li>• Trial use of Picture News in year group assemblies – weekly British Value</li> <li>• British Values and SMSC integrated into all curriculum areas.</li> <li>• At least 1 whole school display on British Values</li> </ul>	<ul style="list-style-type: none"> <li>• Each class to have a Purple Parliament representative and greeter voted for by the class.</li> <li>• Governors' awards voted for by pupils in each class</li> <li>• Job centre – pupils to have responsibilities around school</li> <li>• Consolidate use of Picture News in year group assemblies – weekly British Value</li> <li>• British Values and SMSC integrated into all curriculum areas.</li> <li>• At least 1 whole school display on British Values</li> </ul>	<ul style="list-style-type: none"> <li>• Each class to have a Purple Parliament representative and greeter voted for by the class.</li> <li>• Governors' awards voted for by pupils in each class</li> <li>• Job centre – pupils to have responsibilities around school</li> <li>• Review use of Picture News in year group assemblies – weekly British Value</li> <li>• British Values and SMSC integrated into all curriculum areas.</li> <li>• At least 1 whole school display on British Values</li> </ul>
<b>14. Staff CPD</b>	<ul style="list-style-type: none"> <li>• Each member of staff has undertaken at least 2 CPD activities during the year.</li> <li>• Subject leaders to monitor the impact of CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Each member of staff has undertaken at least 2 CPD activities during the year.</li> <li>• Subject leaders to monitor the impact of CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Each member of staff has undertaken at least 2 CPD activities during the year.</li> <li>• Subject leaders to monitor the impact of CPD</li> </ul>

## Review of Priorities for 2020/21

What did we want to improve?	What did <b>success</b> look like and what was its impact?	Next Steps?
To improve the percentage of children working at greater depth across <b>all</b> subjects (including foundation subjects)	<ul style="list-style-type: none"> <li>• COVID-19 limited opportunities to improve GDS %</li> <li>• Catch-up curriculum put in place as a result of missed schooling</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve % of pupils at GDS in 21/22 core plan</li> <li>• Continue challenge through developing curriculum areas</li> </ul>
<p>To improve phonics knowledge in FS and KS1</p> <p>Confident knowledge of Sounds-Write phonics scheme</p> <p>High quality teaching of phonics on a regular basis from EYFS to Year 2.</p> <p>Regular assessments of pupil progress and appropriate challenge provided.</p> <p>Early identification of target pupils and timely intervention in place</p> <p>Provide opportunities to develop speaking and listening skills to enhance phonics and reading skills.</p>	<ul style="list-style-type: none"> <li>• 11 members of staff trained for 5 full days in Sounds Write Phonics (EYFS-Y2), including support staff - quality first teaching, including remote provision</li> <li>• Remote intervention provided to target groups of pupils in EYFS/Y1 and Y2</li> <li>• Daily high quality of phonics – with additional regular intervention for pupils who needed it</li> <li>• 84.9% of Y1 passed in house phonics screening</li> <li>• 89.8% Y2 passed NTS reading with average SS of 114.9</li> <li>• New books purchased to match phonics scheme</li> <li>• Pupils engaging well and positive about phonics</li> </ul>	<ul style="list-style-type: none"> <li>• CPD for KS2 and additional staff</li> <li>• Investigate challenge in the phonics scheme</li> <li>• Ensure intervention continues in KS2</li> </ul>
To have a clear curriculum intent and to improve the implementation and impact of the whole school curriculum	<ul style="list-style-type: none"> <li>• Each curriculum area has whole school map, clearly showing the intent, implementation and impact and the journey and challenge of each subject</li> <li>• Delivery of full curriculum inhibited by COVID-19 – curriculum needed to be slimmed in line with government guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure areas of the curriculum that were missed in 20/21 due to COVID are taught in subsequent year groups</li> <li>• Ensure all plans are on the website</li> <li>• Embed the curriculum</li> <li>• Ensure cultural capital and SMSC is embedded in every lesson</li> </ul>



## Headline Results July 2019 (due to cancellation of National testing as a result of Covid-19)

### Headline Results July 19

Key		Below NA	Approx at NA	Above NA	
GLD	School	86%	+6%	72%	+14%
	Difference from previous year (+/-)				
Phonics screening y1	School	81%	-3%	82%	-1%
	Difference from previous year (+/-)				

#### KS1

KS1 SATs Reading	School	83%	-1.4	75%	+8%
	EXP and ab	37%	-0.7	25%	+12%
	Greater depth				
KS1 SATs Writing	School	75%	-5%	69%	+6%
	EXP and ab	13%	-14%	15%	-2%
	Greater depth				
KS1 SATs Maths	School	85%	0	76%	+9%
	EXP and ab	27%	-9%	22%	+5%
	Greater depth				
KS1 SATs Combined	School	72%	-1%	65%	+7%
	EXP and ab	13%	-5%	11%	+2%
	Greater depth				

#### KS2

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Reading	EXP and ab	81%	-2%	73%	+8%	106	-1
	Greater depth	38%	-3%	27%	-11%		
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Writing	EXP and ab	92%	+2%	78%	+14%	NA	NA
	Greater depth	37%	+6%	20%	+17%		
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Maths	EXP and ab	87%	+4%	79%	+8%	107.1	+2.4
	Greater depth	27%	+5%	27%	0%		
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
GAPS	EXP and ab	87%	+6%	78%	+9%	108.5	+2.3
	Greater depth	46%	-9%	36%	+10%		
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)		
Combined	EXP and ab	77%	-1%	65% 65	+12%		
	Greater depth	18%	+6%	11%	+7%		
Progress scores (end of KS1- KS2)		School					
	Reading	+1.00					
	Writing	+2.62					
	Maths	+1.62					

## Key Priorities for 2021/22



## Implementation Plan / Logic Model



<b>Plan title</b>	Improving reading outcomes at Willesley	<b>Leader(s)</b>	Alison Wilder, Emma Sturgess, Ashleigh Dowell
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<b>Start Date:</b>	August 2021	<b>Mid-Review:</b>	February 2022	<b>Evaluation Date:</b>	July 2022
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<b>What needs to change? What is the problem we are trying to address, from the perspective of:</b>		
<b>Teachers:</b>	<b>Pupils:</b>	<b>Attainment:</b>
<p>Speaking, listening and language development is not necessarily considered to be a priority in improving reading</p> <p>Not enough staff are trained in phonics</p> <p>Staff are unsure how to support pupils who are not making progress with existing phonics scheme</p> <p>Limited opportunity for quality reading for pleasure</p> <p>More support needed for intervention</p>	<p>Pupils who are reluctant readers aren't making as much progress as those who are not</p> <p>Some pupils not reading regularly at home or completing challenges</p> <p>Pupils who are not secure with phonics or decoding are falling further behind</p>	<p>Disadvantaged pupils do not make as much progress as non-disadvantaged</p> <p>Girls outperform boys in some year groups</p>

<b>Intervention Description</b>	<b>Research links</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
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<p style="text-align: center;"><u>Phonics</u></p> <ul style="list-style-type: none"> <li>Embed new Phonics scheme and extend training to KS2</li> <li>Identify barriers to learning and adapt teaching methods accordingly.</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Provide regular opportunities to develop pupils' speaking, listening and language capability to support their reading and writing</li> <li>Read aloud on a daily basis to all year groups – ensure texts are challenging and have rich vocabulary</li> <li>Early intervention in EYFS</li> </ul> <p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>Ensure there is an appropriate balance between word recognition and language comprehension and that skills are integrated</li> <li>Ensure regular, high quality early intervention is in place</li> <li>Embed Accelerated Reader Y3-6 for all WTS PP children</li> <li>Allocate additional staffing to support reading</li> <li>Early identification of pupils to receive Elite</li> </ul>	<p>EEF – Improving Literacy in KS1 and KS2</p> <p>Closing the vocabulary gap – Alex Quigley</p> <p>EEF – Tiered approach</p>	<p><u>Phonics</u></p> <p>Daily quality phonics - pupils who are in danger of falling behind <b>quickly</b> receive additional, regular quality intervention by a trained adult. Close monitoring by Phonics leader – ES</p> <p>Pupils who are <b>not</b> making progress through Sounds Write to have other quality intervention</p> <p>Y3 who didn't pass phonics receive intervention from trained member of staff.</p> <p><u>Speaking and Listening</u></p> <p>Nuffield early language Intervention - EYFS</p> <p>Plan in opportunities for high-quality, adult-child interactions talk 'with children</p> <p>English Leader to monitor quality, variety and regularity of texts being read aloud to children.</p> <p><u>Reading</u></p> <p>Pupils who are below 90 SS Y2-6 to read on a daily basis Pupils who are WTS Y1-6 read at least 3 x per week. Close monitoring by English Lead – AW</p> <p>Pupils in Y6 to be trained as reading ambassadors to support younger readers</p>	<p><u>Phonics</u></p> <p>High quality assessment (diagnostic and standardised) to identify misconceptions</p> <p>Phonic leader to closely monitor impact of phonics and intervention– ES</p> <p>Pupils Y1 phonics scores and confidence will progress – at least above NA phonics pass rate end of year</p> <p>Majority of pupils in Y2 who did not pass Y1 phonics, pass.</p> <p><u>Speaking and Listening</u></p> <p>EYFS progressions in language</p> <p>Half termly monitoring of reading to ensure pupils are receiving</p> <p><u>Reading</u></p> <p>High quality assessment (diagnostic and standardised) to identify misconceptions. Clear progressive intervention plans in place as a result. Pupils make progress</p> <p>Collect pupil voice on reading at start and end of year – more positive feedback at the end</p>	<p>Pupils will be more fluent readers</p> <p>PP SS in specific year groups improved from 89.6 and 94.4</p> <p>An increase in % of pupils achieving GDS</p> <p>Pupils will enjoy reading more</p>
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<b>Plan title</b>	Improving reading outcomes at Willesley	<b>Leader(s)</b>	Alison Wilder, Emma Sturgess, Ashleigh Dowell
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<b>Start Date:</b>	August 2021	<b>Mid-Review:</b>	February 2022	<b>Evaluation Date:</b>	July 2022
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<p>tutoring or in school intervention</p> <ul style="list-style-type: none"> <li>• High quality intervention for Y2 and Y6 from the spring term</li> <li>• Research ways to engage hard to reach families with reading and supporting their children</li> <li>• Training for parents - deliver workshops for parents and train parent readers</li> <li>• Redevelop library areas to promote reading for pleasure</li> <li>• Use of high quality texts in all curriculum areas.</li> </ul>		<p>Staff research group established to promote reading for pleasure and action – living library, challenges etc</p> <p>CPD for staff on reading for pleasure and re-organise reading areas and reading at home to reflect this.</p> <p>Monitor and evaluate reading comprehension and guided reading ensuring texts are carefully selected and specific strategies are taught – prediction, questioning, clarifying, summarising, inference and activating prior knowledge.</p> <p>Invest in high quality texts to support all areas of the curriculum</p> <p>Trust research group (RDG) to research ways to engage parents and implement ideas in school</p>		
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<b>Activity</b>	<b>Training</b>	<b>Books</b>	<b>Tutoring</b>	<b>Additional staff</b>				
<b>Cost</b>	£500 pp	£2000	£3750	£8000				

## Key Priorities for 2021/22



## Implementation Plan / Logic Model



<b>Plan title</b>	Curriculum Development	<b>Leader(s)</b>	Chloe Dilks, Alex King, Jill Edwards
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<b>Start Date:</b>	August 2021	<b>Mid-Review:</b>	February 2022	<b>Evaluation Date:</b>	July 2022
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<b>What needs to change? What is the problem we are trying to address, from the perspective of:</b>		
<b>Teachers:</b>	<b>Pupils:</b>	<b>Attainment:</b>
<p>Computing and Science knowledge and pedagogy needs updating with all teachers to ensure quality curriculum, Computing resources need renewing and need to reflect needs of the children in our school and demands of the curriculum Evidence of work needs to be more consistent across all curriculum areas Teachers need to have time to assess well and ensure that it is robust and accurate Teachers need to know what challenge and GDS in their subject area looks like</p>	<p>Pupils need to be clearer if computing skills being taught and understand the importance for their future Pupils don't always understand the purpose of each curriculum area and can be disengaged if they feel it is not relevant to their life.</p>	<p>Pupils do not exceed as well in Science and foundation subjects as they do in English and Maths</p>

<b>Intervention Description</b>	<b>Research links</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
	What successful research exists?	How will it be done? Training, resources, monitoring, coaching, incentives	How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance	How will the children benefit? What will be the measurable outcomes for children?

<p><u>Improve quality of Science curriculum</u></p> <p><u>Improve quality of the Computing curriculum</u></p> <p><u>All curriculum areas</u> Teachers need to be clear what challenge and GDS looks like in their curriculum area</p> <p>To engage reluctant pupils in curriculum areas, ensure that the purpose of learning in their future is always made clear (cultural capital)</p> <p>To promote R2R (and the purpose of learning) in every lesson and build into school rewards</p> <p>Develop strategies for ensuring pupils have long term memory of curriculum content taught</p> <p>Identify the best way to effectively and efficiently assess and record pupil progress in foundation curriculum areas using SOT</p> <p>Challenge offered to pupils in a purposeful way in all curriculum areas to enrich and extend learning</p> <p>Use of high quality texts in all curriculum areas.</p> <p>Promote 'Read to learn' ethos in KS2 curriculum areas</p>	<p>Refer to 'teaching a broad and balanced curriculum for education recovery' July 2021</p>	<p><u>Science</u> Leader to be given release time to embed curriculum and provide CPD for staff</p> <p>To ensure staff know previous skills, relevant skills and vocabulary for year groups, title pages for each topic to be made and used in all year groups 1-6</p> <p>Ensure that there is a clear plan to ensure that learning missed during the pandemic is covered and monitor</p> <p>CPD for teaching staff on 5 lines of scientific enquiry and ensure that relevant investigations are being taught.</p> <p>Develop the use of knowledge organisers</p> <p>Ensure that SOT is used effectively to move learning on and challenge all pupils</p> <p><u>Computing</u> Based on research, invest in new technologies to support the curriculum</p> <p>Specialist CPD in computing to train staff in using new equipment and resources to deliver the curriculum</p> <p>Audit existing resources and ensure that they are used effectively (CPD for staff as necessary)</p>	<p>Science leader to monitor books to ensure topic pages are being used and that progression and challenge is evident.</p> <p>Learning walks to ensure that weekly quality science lessons are being delivered</p> <p>Pupil interviews to illicit views and understanding in science</p> <p>New technologies engage children and provide purposeful, cross-curricular experiences – regular use will be evident in class</p> <p>Monitoring of books, Earwig and floor books shows covering and challenge in all curriculum areas.</p>	<p>Pupils will enjoy a relevant and high quality curriculum that prepares them for their future (cultural capital)</p> <p>Pupils will be able to retain and recall knowledge better</p> <p>Pupils will be confident with 'soft skills' through R2R eg cooperation, confidence, resilience</p> <p>Pupils will see reading as a purposeful way to extend their knowledge and interests</p> <p>Pupils will make at least good progress in all curriculum areas</p>
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<p>Plan a wide enrichment program incorporating different areas of the curriculum</p>		<p>Computing leader to visit other schools to gain expertise in use of new technologies</p> <p>Science and Computing leads to collaborate to ensure cross-curricular links</p> <p>Ensure that SOT is used effectively to move learning on and challenge all pupils</p> <p><u>All curriculum areas</u> A member of staff to attend the Trust RDG to research ways to retain and recall knowledge in subject areas.</p> <p>Monitor progression to ensure that curriculum maps are being taught and that coverage missed due to COVID is taught</p> <p>Ensure that all teachers evidence curriculum areas using either books, Earwig or floor books.</p> <p>Ensure all teacher are promoting the 'Read to Learn message', encouraging pupils to visit the library.</p> <p>Source appropriate texts, with guidance from English lead, to support all areas of the curriculum.</p> <p>Ensure that SOT is used effectively to move learning on and challenge all pupils</p>		
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<b>Activity</b>								
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<b>Plan title</b>	Curriculum Development				<b>Leader(s)</b>	Chloe Dilks, Alex King, Jill Edwards		
<b>Start Date:</b>	August 2021		<b>Mid-Review:</b>	February 2022		<b>Evaluation Date:</b>	July 2022	
<b>Cost</b>	£9000 resources	£1000 training						

## Key Priorities for 2021/22



## Implementation Plan / Logic Model



<b>Plan title</b>	Improving provision for health and mental well-being across the school				<b>Leader(s)</b>	Gill Pearson, Sue Rainbow, Kate Hynard		
<b>Start Date:</b>	August 2021		<b>Mid-Review:</b>	February 2022		<b>Evaluation Date:</b>	July 2022	

<b>What needs to change? What is the problem we are trying to address, from the perspective of:</b>		
<b>Teachers:</b>	<b>Pupils:</b>	<b>Attainment:</b>
Greater awareness of barriers to learning caused by social and emotional wellbeing problems and how to support pupils Inclusion of more children in lunchtime activities other than football	Barriers to learning caused by social and emotional wellbeing problems. Pupils reluctant to challenge and persevere Inclusion of more children in lunchtime activities other than football	Lower attendance for pupils with poorer mental health Attainment lower as a result

<b>Intervention Description</b>	<b>Research links</b> What successful research exists?	<b>Implementation Activities</b> How will it be done? Training, resources, monitoring, coaching, incentives	<b>Implementation Outcomes</b> How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance	<b>Pupil Outcomes</b> How will the children benefit? What will be the measurable outcomes for children?
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<p>Establish ELSA – early targeting and intervention for identified pupils</p> <p>Create a wellbeing register. Ensure quality interventions are planned to support needs.</p> <p>Ensure use of 'flexible grouping' where possible in class to develop growth mindset and target learning</p> <p>Implement 'Happy Lunchtimes' to build positive relationships and engage pupils</p> <p>Work towards to achieving Healthy Schools award</p> <p>Plan a wide enrichment program of activities to motivate less engaged children and to promote healthy lifestyles</p> <p>Ensure PSHE and RSE is taught to address stigmas and educate on key areas of health and wellbeing and healthy relationships</p> <p>To promote R2R (and the purpose of learning) in every lesson and build into school rewards</p> <p>Raise the profile of SMSC in all curriculum areas</p> <p>Purple Parliament to be involved in planning activities to promote well-being</p>	<p>DfE healthy Schools relating to 2019</p>	<p>Following ELSA training 2 x afternoons per week for identified pupils.</p> <p>Staff to complete a referral for ELSA following discussion with SEND lead</p> <p>Clear criteria established for placing children on wellbeing register. Planned activities in each year group to support needs. Monitored closely by mental health leader (GP)</p> <p><u>Happy Lunchtimes</u></p> <p>Full day training for all midday supervisors and SLT</p> <p>Clear, agreed rewards and sanctions introduced</p> <p>Build up to 3 zones of activities</p> <p>Regular monitoring by SLT to ensure rewards and sanctions are embedded</p> <p><u>Enrichment</u></p> <p>Continue to offer Forest Schools to Year 4, including all pupils to develop team building and 'specialist' pupil teachers</p> <p>Invite specialists in to lead clubs in a variety of skills computing, cycling, music</p> <p>Audit staff skills and interest in running enrichment activities</p>	<p>Pupils who have participated ion ELSA have a more positive outlook and strategies for supporting them</p> <p>All pupils on mental wellbeing register have received some support throughout the year</p> <p>Pupil questionnaires show that they are happier at lunch</p> <p>Less incidents of first aid at lunchtimes</p> <p>Monitor enrichment activities and clubs that are offered, pupil up take and cost (KH) Most children will have been offered the opportunity to participate in a club</p> <p>Evidence shows PHSE and RSE are supporting emotional and mental wellbeing</p>	<p>Improved attendance of those who become anxious about coming to school</p> <p>Pupils who have attended ELSA sessions feel more positive and know who they can talk to when needed</p> <p>Progress and attainment of pupils on wellbeing register is improving</p>
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<b>Plan title</b>	Improving provision for health and mental well-being across the school	<b>Leader(s)</b>	Gill Pearson, Sue Rainbow, Kate Hynard
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<b>Start Date:</b>	August 2021	<b>Mid-Review:</b>	February 2022	<b>Evaluation Date:</b>	July 2022
Plan to offer workshops to parents to raise awareness of mental health issues and to develop their own skills and mental health  Continue to improve staff wellbeing and workload		Motoring of PHSE and RSHE provision across school			

<b>Activity</b>	<b>Happy Lunchtime</b>	<b>ELSA</b>						
<b>Cost</b>	£1000	£500						

### Governance Review, Development and Monitoring Plans

<b>What</b> do we want to improve?	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like / what is the <b>impact</b> ?	<b>SLT Development Plan Reference</b>
Ensure the governing body has a good balance of skills	Skills Audit Advertise vacant governors' positions based on gaps	Autumn term	A full LGB with a balance of skills	

### Staff Professional Development Plan (CPD)

<b>Whole school priority link</b>	<b>What</b> needs to be achieved?	<b>How</b> (training, by whom?)	<b>What</b> will success look like and what will be its <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Dev Plan reference</b>
<b>Priority1</b>	An increasing number of staff trained in Phonics A whole school understanding and approach towards reading for pleasure	CPD - Greater Depth Reading in KS1 (AK, SoundsWrite training for 3 x staff Whole staff CPD – reading for pleasure	More intervention in high quality phonics can be offered – progress in	£500 pp	ES	1

<p><b>Priority 2</b></p>	<p>Teachers to be more confident with teaching computing with reliable equipment. Teachers need to be clear and confident about the 5 investigations in Science Ways to help pupils retain and recall knowledge</p>	<p>CPD for all teachers in new technologies CPD – a series of staff meetings for teachers led by Science leader All staff - Maths CPD lead by maths specialist tailored for our school and pairs of year groups RDG – 2 members of staff to attend group- knowledge and engaging families</p>		<p>£700  £200</p>	<p>JE AK CD</p>	<p>2</p>
<p><b>Priority 3</b></p>	<p>A consistent approach to managing behaviour at lunchtimes Quality support for pupils with social and emotional needs</p>	<p>Happy Lunchtimes training With all midday supervisors ELSA training Parental wellbeing course for identified families</p>		<p>£700  £500</p>	<p>SR</p>	<p>3</p>
<p><b>Other headline CPD</b></p>	<p>NPQLTD (leading teacher development) HE to then support CPD across the school and ECT</p>					
<p>ECT Mentor training - ES</p>						
<p>Maths Twilight CPD – pedagogy and knowledge – all staff</p>						
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