



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Ashby Willesley Primary School



Core Strategic Plan 2022/2023

Received by LGB	14/09/22
Received by Trustees	14/09/22

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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2022-2023	2023-2024	2024-25
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	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
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	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
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	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
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	Embed	Review / Implement	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	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

Leadership Team

Chloe Dilks Headteacher	Tim Barrow Deputy Headteacher	Alison Wilder Assistant Headteacher	Ashleigh Dowell Senior Leader	Michelle Lacey/Alison Freeman SENCo	Sara Riley-Lowndes Business Manager
<ul style="list-style-type: none"> • Designated safeguarding lead • Strategic direction • Standards and Progress • Teaching and learning • Behaviour • Attendance • Performance management teachers • RSE Leader • Mental Health First Aider - L3 	<ul style="list-style-type: none"> • Deputy designated safeguarding lead • Deputise in absence of Headteacher • KS1 Leader • Foundation Curriculum • R2R • Part time teacher • Lunchtime behaviour • Performance Management – support staff • History Leader • ECT mentor 	<ul style="list-style-type: none"> • Deputy designated safeguarding lead • 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"> • EYFS Leader • EYFS standards and progress • Phonics and Early Reading Leader • Pupil premium • LAC Designated teacher • Performance Management – support staff • Mental Health First Aider - L3 	<ul style="list-style-type: none"> • SEN Policy and provision • Medical additional needs 	<ul style="list-style-type: none"> • Finance • Premises • HR • Procurement • Health and safety

Subject / area responsibilities

Subject / area	Staff name	Governor link (if applicable)
Art	Emma Sturgess	Hannah Carter
Computing	Jill Edwards	Ian Gisbourne
Design and Technology	Jess Mildoon-Callaway	Louise Caller
English	Alison Wilder	Jay Atubra
Enrichment – including PE enrichment	Kate Hynard	Geoff Foulds
Geography	Catherine Buckley	Lydia Leeson
History	Tim Barrow	David Singh
Maths	Sally Tabberer	Ian Gisbourne
Mental Health and Wellbeing	Gill Pearson	Sharan Harris-Christensen
MFL (French)	Jeanette Martindale	Geoff Foulds
Music	Sarah Hender	Jay Atubra
PE	Heidi Elliott	Geoff Foulds
Phonics	Ashleigh Dowell	Jay Atubra
PHSE (Learning for Life)	Gill Pearson	Sharan Harris-Christensen
RE	Dee Dixon-Smith	David Singh
RSE	Chloe Dilks	Sharan Harris-Christensen

Science	Alex King	Louise Caller
SEND and ELSA wellbeing	Alison Freeman / Michelle Lacey	Lydia Leeson
SMSC inc British Values	Chloe Dilks	Sharan Harris-Christensen

Long Term Development Plan

Focus Area	2022/23	2023/24	2024/25
1. Leadership and management (including governance)	<ul style="list-style-type: none"> SLT new structure - Headteacher, Deputy, Assistant Headteacher, Senior Leader. Appoint new deputy – support in new role 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 Train new governors and allocate subject roles 	<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 	<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
2. Teaching and Learning	<ul style="list-style-type: none"> Teaching and learning to be at least good or outstanding Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make good progress as a result Monitor workload and embed reduced workload: feedback and data collection Embed the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. 	<ul style="list-style-type: none"> Teaching and learning to be at least good or outstanding Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result Continued focus on reduced workload: feedback and data collection Consolidate the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. 	<ul style="list-style-type: none"> Teaching and learning to be at least good or outstanding Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result Continued focus on reduced workload: feedback and data collection Review skills and progression maps for all curriculum areas to ensure higher quality provision for all.
3. Standards in Core subjects	<ul style="list-style-type: none"> End of KS1 and 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 at least national average 	<ul style="list-style-type: none"> End of KS1 and 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 	<ul style="list-style-type: none"> End of KS1 and 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
4. Standards in other subjects	<ul style="list-style-type: none"> 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"> 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"> 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

<p>5. Standards in EYFS</p>	<ul style="list-style-type: none"> • Good Level of Development to be 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 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 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.
<p>6. Progress of different groups of learners</p>	<ul style="list-style-type: none"> • To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing • 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 continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing • 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 continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing • 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
<p>7. Behaviour</p>	<ul style="list-style-type: none"> • Zero permanent exclusions (of children who have been at the schools for more than 2 years) • Behaviour for learning judged to be outstanding in all learning walks • Improve system for recording and monitoring behaviour 	<ul style="list-style-type: none"> • Zero permanent exclusions (of children who have been at the schools for more than 2 years) • Behaviour for learning judged to be outstanding in all learning walks • Embed system for recording and monitoring behaviour 	<ul style="list-style-type: none"> • Zero permanent exclusions (of children who have been at the schools for more than 2 years) • Behaviour for learning judged to be at least good in 95% of learning walks and observations • Embed system for recording and monitoring behaviour
<p>8. Attendance</p>	<ul style="list-style-type: none"> • Average attendance of all pupils at least 96% • Closely monitor PP and SEND pupils attendance • Improve attendance of persistently absent pupils from the previous year 	<ul style="list-style-type: none"> • Average attendance of all pupils at least 96% • Closely monitor PP and SEND pupils attendance • Improve attendance of persistently absent pupils from the previous year 	<ul style="list-style-type: none"> • Average attendance of all pupils at least 96% • Closely monitor PP and SEND pupils attendance • Improve attendance of persistently absent pupils from the previous year
<p>9. Inclusion</p>	<ul style="list-style-type: none"> • Ensure school site enables inclusion of all pupils • Consolidate alternative provision 	<ul style="list-style-type: none"> • Review alternative provision 	<ul style="list-style-type: none"> • Review alternative provision
<p>10. Safeguarding</p>	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • Embed schools safeguarding recording system • Implement use of StaffSafe • DSL Training – TB, AD • Safer Recruitment training- TB 	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • DSL training – CD,AW 	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • DSL training TB/AD
<p>11. Health</p>	<ul style="list-style-type: none"> • 2 hours per week of quality PE lessons in • Continue to participate in Active travel schemes • Embed Happy Lunchtimes to promote inclusion and positive relationships - • 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 its Gold Sports Award • School achieves Healthy School Award 	<ul style="list-style-type: none"> • Review Happy Lunchtimes to promote inclusion and positive relationships • 2 hours per week of quality PE lessons in • Continue to participate in Active travel schemes • In school ELSA trained to support pupil' mental health • School maintains Healthy School Award 	<ul style="list-style-type: none"> • Review Happy Lunchtimes to promote inclusion and positive relationships • 2 hours per week of quality PE lessons in • Continue to participate in Active travel schemes • In school ELSA trained to support pupil' mental health •

<p>12. Parents and the Wider Community</p>	<ul style="list-style-type: none"> • Focus on staff and pupil mental wellbeing • 95% of parents have downloaded the WEDUC app • At least 90% of 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 • Develop further links with the local community • PTA to organise and run at least 6 events during the year • The school takes part in at least 6 visits in the local community • Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> • 95% of parents have downloaded the WEDUC app • At least 90% of 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 • Develop further links with the local community • PTA to organise and run at least 6 events during the year • The school takes part in at least 6 visits in the local community • Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> • 95% of parents have downloaded the WEDUC app • At least 90% of 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 • Develop further links with the local community • PTA to organise and run at least 6 events during the year • The school takes part in at least 6 visits in the local community • Parent volunteers engaged to support learning
<p>13. British Values</p>	<ul style="list-style-type: none"> • Each class to have a Purple Parliament representative and greeter voted for by the class. • Governors' awards voted for by pupils in each class • Job centre – pupils to have responsibilities around school • Consolidate use of Picture News in year group assemblies – weekly British Value • British Values and SMSC integrated into all curriculum areas. 	<ul style="list-style-type: none"> • Each class to have a Purple Parliament representative and greeter voted for by the class. • Governors' awards voted for by pupils in each class • Job centre – pupils to have responsibilities around school • Review use of Picture News in year group assemblies – weekly British Value • British Values and SMSC integrated into all curriculum areas. 	<ul style="list-style-type: none"> • Each class to have a Purple Parliament representative and greeter voted for by the class. • Governors' awards voted for by pupils in each class • Job centre – pupils to have responsibilities around school • Review use of Picture News in year group assemblies – weekly British Value • British Values and SMSC integrated into all curriculum areas.
<p>14. Staff CPD</p>	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD

Review of Priorities for 2021/22

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
<p>Priority 1 - Improve reading outcomes at Willesley</p>	<ul style="list-style-type: none"> • Y1 phonics above national average – 85% • Daily high-quality phonics delivered by trained staff • Peer review March 21 identified early reading and phonics as a strength of the school • Invested in new early reading books and AR books • 0.6 average points progress NTS Y2-5 reading from June 21 to June 22 • 107.6 average SS NTS Y2-5 reading • 85.9% average age-related expectations NTS Y2-5 reading • 80% EXS or above KS1 reading SATs • 87% EXS of above KS2 – 106.5 average SS • Year 3 teachers trained in phonics and regular, quality phonics teaching in place • Continued high quality phonics intervention in place for pupils in Y3 who did not pass Y1.2 phonics screening 	<ul style="list-style-type: none"> • Continue to train staff in delivery of Sounds Write, including KS2 staff and staff new to year groups • Monitor consistency of teaching of reading across KS2 • Continue to develop library areas to promote reading for pleasure
<p>Priority 2 – Curriculum Development</p>	<p>Science</p> <ul style="list-style-type: none"> • Each year group has clear subject pages outlining previous and current learning • Curriculum slimmed to ensure better knowledge retention and removal of barriers for LA pupils • Planning scrutinised by subject leader to ensure lessons are high quality and match learning objectives and progression maps • Peer review March 21 feedback outlined Science teaching as ‘Outstanding’ <p>Computing</p> <ul style="list-style-type: none"> • Investment in class set of Spheros and CPD– implemented in computing curriculum. Engagement and progress in programming. • Existing computing resources reallocated • Computing updates presented to governors 	<ul style="list-style-type: none"> • Each curriculum area to have similar subject pages clearly outlining past and current learning • Embed use of Spheros in computing curriculum – monitor planning to ensure progression of skills • Continue to develop knowledge retention strategies – limit distractions, remove barriers by stripping back curriculum, spaced learning etc in all curriculum areas

Priority 3 - Improving provision for health and mental well-being across the school	<ul style="list-style-type: none"> • ELSA sessions well attended with positive outcomes – 2 x afternoons per week • Wellbeing register created with all pupils receiving support • Happy Lunchtimes introduced – positive response from pupils regarding pom poms and ‘table of awesomeness’ • Forest Schools attended by all Y4 pupils – positive impact on wellbeing and behaviour • Cycling for FS – improved wellbeing and self-esteem of pupils • Core Values embedded through weekly assembly quizzes and link to learning in lessons – pupils can name all 12 and explain what they are and mean • Teaching staff workload questionnaire conducted – responses actioned 	<ul style="list-style-type: none"> • Annual ELSA review to be completed by ELSA • Increase the number of ELSA sessions • Embed Happy Lunchtimes – ensure more consistent approach to zones and activities. Tweet weekly? • Upskill midday supervisors to offer higher quality activities at lunchtimes • Continue to look for high quality after school clubs • Continue to improve and support staff wellbeing • Improve outdoor area for pupils and staff wellbeing
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Headline Results July 2022

<u>Key</u>	Below NA	Approx at NA	Above NA	
GLD	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	82%	N/A	65%	+17%
Phonics screening y1	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	85%	N/A	75%	+10%

KS1

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Reading	EXP and ab	80%	N/A	67%	+13%
	Greater depth	22%	N/A	18%	+4%

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Writing	EXP and ab	75%	N/A	58%	+17%
	Greater depth	3%	N/A	8%	-5%

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Maths	EXP and ab	85%	N/A	68%	+17%
	Greater depth	25%	N/A	15%	+10%

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Combined	EXP and ab	72%	N/A	53%	+19%
	Greater depth	3%	N/A	6%	-3%

KS2

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Reading	EXP and ab	87%	N/A	74%	+13%	108.3	N/A
	Greater depth	50%	N/A	28%	+22%		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Writing	EXP and ab	85%	N/A	69%	+16%	NA	NA
	Greater depth	25%	N/A	13%	+12%		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Maths	EXP and ab	87%	N/A	71%	+16%	107.3	N/A
	Greater depth	37%	N/A	22%	+15%		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
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GAPS	EXP and ab	88%	N/A	72%	+16%	108.5	N/A
	Greater depth	45%	N/A	28%	+16%		
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)		
Combined	EXP and ab	77%	N/A	59%	+18%		
	Greater depth	18%	N/A	7%	+11%		
Progress scores (end of KS1-KS2)		School					
	Reading	+1.52					
	Writing	+1.38					
	Maths	+1.34					

Key Priorities for 2022/23



Implementation Plan / Logic Model



Priority 1	English	Leader(s)	CD/TB/AW/AD
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:

Priority 1	English	Leader(s)	CD/TB/AW/AD
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
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<p>Teachers' knowledge of Key Stage one TAF for writing needs to be more secure so GDS judgements are not robust.</p> <p>Different approaches to teaching reading across KS2</p> <p>Lack of clarity regarding reading expectations</p>	<p>Pupils do not fully understand what to include in their writing Some pupils not engaging in ERIC – lost learning opportunities</p>	<p>Below NA for GDS in KS1</p>
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What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
<p>Increase the number of pupils achieving GDS in writing at the end of KS1</p>	<p>EEF – Oral language intervention (OLI)</p> <p>EEF – Improving Literacy skills in KS1</p>	<p>OLI - Targeted reading aloud and book discussion with young children – train staff/parents to have high quality discussions about texts 3 x per week</p> <p>Focus on strategies for planning and monitoring writing :</p> <ul style="list-style-type: none"> • pre-writing activities; • structuring text; • sentence combination; • summarising; • drafting, editing and revising; and sharing. <p>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling, particularly of topic words – SoundsWrite</p> <p>Clear links to high quality texts in Year 2 – ensure children have the opportunity to reflect this in their writing.</p> <p>Teachers to use TAFs in Y2 to ensure all GDS expectations evident on more than one occasion in pupils writing by the end of the year.</p> <p>Teachers in Y2 attend GDS assessment training</p> <p>Regular moderating in and cross school</p>	<ul style="list-style-type: none"> • More than 3% of pupils achieve GDS in writing at end of KS1 • Number of pupils at end of KS1 achieving GDS in writing is at or above national average

Priority 1	English	Leader(s)	CD/TB/AW/AD		
Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
Ensure consistency of teaching of reading and writing across the school	<p>EEF – Improving Literacy skills in KS1 EEF – Oral language intervention (OLI)</p> <p>EEF – Improving Literacy skills in KS2</p>	<p>Ensure use of balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills across school</p> <p>Support pupils to develop fluent reading capabilities - guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and</p> <p>Train TAs/parent group to support repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.</p> <p>In KS2 consistently teach reading comprehension strategies through modelling and supported practice</p> <ul style="list-style-type: none"> • prediction (based on text content and context); • questioning; • clarifying; • summarising; and • activating prior knowledge. <p>To ensure all staff know what a good sequence of reading/writing lessons looks like</p> <p>Communicate clear expectations of frequency and type of reading activities on weekly basis in all year groups</p> <p>Use quality texts are to support the teaching of reading</p>	<ul style="list-style-type: none"> • Pupil progress evident in AR scores and NTS SS • ISP targets met for specific pupils • An increased enjoyment of reading 		
Continue to maintain the high quality of phonics provision across the school	EEF – Improving Literacy skills in KS1 - Effectively implement a systematic phonics programme	<p>Continue to train staff new to the school and year groups in SoundsWrite</p> <p>Ensure high quality intervention is planned and in place for pupils who need it across the school</p> <p>Regular monitor and assessment of pupil progress in phonics to ensure quick intervention</p>	<ul style="list-style-type: none"> • End Y1 phonics data above national average • Most Pupils who did not pass Y1 phonics pass in Y2 • Children in all year groups apply phonics skills to reading and writing and make progress as a result 		

Activity	SoundsWrite Training	Train TAs /Parents to support reading intervention		
Cost	£500 per adult			

Key Priorities for 2022/23



Implementation Plan / Logic Model



Priority 2	Curriculum Development	Leader(s)	Chloe Dilks / Tim Barrow
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<p>Teachers feel they have insufficient time to cover all subjects within their current timetable. Need to ensure that teachers are only covering the requirements of the curriculum.</p> <p>Teachers are moving on too quickly.</p> <p>Subject leaders need to develop clear lines of enquiry throughout each foundation subject.</p> <p>Teachers need to be confident that their Long-Term Planning is correct and matches the requirements of the curriculum.</p> <p>By having clear expectations and lines of enquiry, teachers will be able to increase the accuracy of their assessment judgements and be clear on where children are exceeding age-related expectations.</p> <p>Subject leaders need to become more confident in how subjects should be monitored.</p> <p>Staff need to be more confident in challenging pupils through high level questioning.</p>	<p>The order that some foundation subjects are covered in makes it difficult for children to gain a deeper understanding of the subject.</p> <p>Subjects need to allow pupils to develop a better understanding of substantive knowledge and link better to the teaching of SMSC and R2R.</p> <p>Children are not always aware of how their learning in foundation subjects is relevant to their life.</p>	<p>Attainment is not always consistent across the school in foundation subjects.</p> <p>Attainment in foundation subjects is in line with core subjects</p>

Priority 2	Curriculum Development	Leader(s)	Chloe Dilks / Tim Barrow
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
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What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Upskill subject leaders in monitoring their subject areas.	EEF – Effective Professional development	<ul style="list-style-type: none"> Model and coach teachers – SLT Staff meetings on how to lead and develop a specific subject area Ensure staff plan in time to monitor their subject areas and measure impact Each subject leader to meet with link governor 	<ul style="list-style-type: none"> Increased enjoyment and attainment in all curriculum areas
Ensure planning, timetables and outcomes of pupils all match with the National Curriculum and what subject leaders expect.		<ul style="list-style-type: none"> Model and coach teachers - SLT Use existing subject strengths (Science) as models Key subject areas to have front pages to focus teaching and learning Monitor timetable structures and think ‘creatively’ to improve teaching and learning and allow additional time for other subjects Subject leaders to closely monitor their subject areas and cross reference to NC 	<ul style="list-style-type: none"> Barriers removed for LA pupils and pupils make good progress as a result Pupils able to retain knowledge better and make good progress as a result
Adapt the curriculum to ensure that lines of enquiry, substantive knowledge and links to SMSC/R2R are included and clearly taught – particular focus on history and geography	Mastering Primary History	<ul style="list-style-type: none"> Whole staff TD Day on Knowledge retention strategies Revisit activities in staff meetings and monitor use across school Well-structured staff meetings - specific and clear focus on history to ensure chronology, lines of enquiry and school line of enquiry is consistent. Use this as a model for other subject leaders Monitor teaching and learning in history across the school 	<ul style="list-style-type: none"> Barriers removed for LA pupils and pupils make good progress as a result Pupils able to retain knowledge better and make good progress as a result

Activity			
Cost			

Key Priorities for 2022/23

Priority 3	Improving provision for health and mental well-being across the school	Leader(s)	CD
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
Teachers feel that they are overwhelmed by workload and the expectations of the job Staff find that they don't have time to do anything outside of work Burnout is affecting productivity in school	Pupils are unable to use some outside areas due to poor quality of surfacing and equipment Pupils are struggling to deal with anxiety and don't have strategies to deal with it	Retention of high-quality staff Greater productivity and best quality teaching and learning across school Pupils using strategies to support own wellbeing and access more learning

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Train staff in strategies to avoid burnout and manage stress and to embed a wellbeing culture within school		<ul style="list-style-type: none"> • Whole School wellbeing training throughout the year with mental wellbeing coach, Chris Misselbrook from MINDFIRST– implement strategies • Staff encouraged to hold each other to account to support personal priorities and wellbeing • Train SLT as senior mental health leads • Action response to teacher's workload qa • HT (and DH) to access school leaders wellbeing service – education support • Conduct workload project for support staff to and action 	<ul style="list-style-type: none"> • Improved quality of teaching and learning • Reduced staff absence
Increase the amount of ELSA provision	EEF Healthy Minds	<ul style="list-style-type: none"> • Increase amount of ELSA provision – monitor wellbeing alongside attendance, progress and attainment • Deliver 'Everyone's Welcome' through assemblies and in class • Place worry boxes around school and monitor them on a weekly basis. Have member of staff responsible for actioning and concerns • Ensure SMSC and wellbeing activities are prominent in the curriculum 	<ul style="list-style-type: none"> • Improved attendance, progress and attainment of pupils who have attended ELSA session

Priority 3	Improving provision for health and mental well-being across the school	Leader(s)	CD
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
Improve playground/outside areas and lunchtime provision		<ul style="list-style-type: none"> • Re-design and resurface Garden of Dreams, FS outdoor classroom and redevelop forest school and garden area • Improve climbing/physical activity resources outside • Monitor and embed Happy Lunchtimes – train staff where needed • Introduce football free Fridays to develop imagination and reduce behaviour incidents • Train pupils to be playground mentors and ambassadors • Drip kerb to enable access for wheelchairs to field and back of school 		<ul style="list-style-type: none"> • Pupils are happier • Less accidents and behaviour incident reported • Pupils can all enter and exit school with peers 	

Activity	Outside refurbishment	Staff wellbeing training and support		
Cost	£60,000	£3500		

Staff Professional Development Plan (CPD)

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its impact ?	<u>Cost</u> (if applicable)	<u>Who</u> will monitor its impact and to whom will this be reported to?
Priority 1	<p>Support staff and parents need to understand how to deliver quality reading intervention</p> <p>Adults delivering phonics teaching need to be fully trained</p> <p>Support staff to have a more in depth knowledge of GAPs across the school</p>	<p>English Lead to training TAs and Parents with intervention strategies to support reading</p> <p>5 week Soundwrite training</p> <p>Support staff to attend GAPs CPD – Tim Barrow</p>	<p>High quality, regular intervention - Pupil progress</p> <p>Pupils receive quality phonics teaching and intervention and make good progress</p>	£500 pp	<p>AW</p> <p>AD</p>

Priority 2	Staff to understand the concept of cognitive overload and memory retention Support staff to have a more in depth knowledge of GAPS across the school	Whole school training day on Knowledge retrieval and staff meetings – AW/CD	Evidence of memory retrieval activities and spaced learning Pupils will have better long term memory		
Priority 3	Staff managing workload and wellbeing proactively	Whole staff training on 'Wellbeing and avoiding burnout' - 1 FD + 2 x 1.5hour twilights over the year MINDFIRST – Autumn term FD, twilight each half term	Staff will be holding each other to account to ensure personal priorities are met Positive atmosphere in school with more productive staff Reduction in staff absence due to wellbeing concerns	£3500	CD
Other headline CPD	Whole school safeguarding training Whole school knowledge retention training	LEA to deliver whole school quality training at the start of term AW/CD to deliver training on TDs and revisit in staff meetings	Reports of concerns promptly reported and responded to Spaced learning, improved focused curriculum coverage, clear links to previous learning	£250	CD CD/TB/AW

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?
ALL governors to have completed safeguarding training to be compliant	Governors to have access to online training portal	Start of Autumn Term	All governors will have completed training and be aware of their own and schools' role. Evidence in training folder
Upskill new governors in monitoring subject areas and holding leaders to account	Governors to be directed to training portal Helen Youngman resources shared with governors	By end of the year	Governors will understand more about the subject they are a link to across the school and can support and challenge leaders which will lead to moving subject area forwards and improved provision or children.

	Governor to conduct one monitoring visit per year		
Regular review of the impact the governing body is having on moving the school forwards	Ensure governors have a clear understanding of what the impact is as opposed to what they have been involved in	Every meeting	