

# **Leckhampton C of E Primary School School Improvement Plan**

**2022 - 2023**

**Constructed by SLT: July - September 2022**

**Shared with Governors: October 2022**

**Shared with all Staff: September 2022**

## School Vision, Values and Aims

Our school vision, values and aims are rooted in the biblical passage:

*“Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself” (Mark 12.30,31), as well as the Church of England’s Vision for Education; Deeply Christian, Serving the Common Good.*

open hearts open minds open doors

At Leckhampton Church of England Primary School, the children are at the heart of all we do and we believe that every child deserves the opportunity to be happy, feel valued and experience success. We aim to support all children in developing a love of lifelong learning, supported by our four Christian values.

***Respect   Compassion   Responsibility   Perseverance***

These values are supported by our school aims, which are underpinned by our principle aim; for all to know they are welcome.

To show kindness and forgiveness

To listen to one other

To seek enjoyment in our work.

To show patience with one other

To show love towards one other

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one other

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one other

To have confidence

To encourage one other

To support and challenge one other

To believe in one other

## Introduction

The School Improvement Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Improvement Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there and how we will know if we have achieved what we set out to do.

Our School Improvement Plan has been formulated with the following rationale in mind.

- A strategic intent provides a clear focus and a set of priorities for raising standards and does not limit the school's actions.
- Change is progressive and may not happen in one year. Progress checks should be regular to ensure developments are on track.
- It is necessary to outline that the framework is not hierarchical but a holistic approach to driving forward standards in our school. It must be flexible to meet the needs of the school and take into account national and local trends.

### Planning Cycle

The short term targets are taken directly from the priorities outlined in the School Self Evaluation Document. The targets are reviewed half termly to ensure that School improvement is on target. We need to consider:

- Where are we now?
- How do we know this?
- Where do we want to be?
- What have we got to organise to achieve this?
- What have we got to work with?
- How have we got on?

### Staff Development and Provision and Professional Development Training

Whole School Needs (identified/met through)

- Staff development meetings, Staff training days
- School self-evaluation
- Appraisal
- Visits from Professional Partners

### Individual Professional Development (identified/met through)

- Self - evaluation
- Appraisal review
- Lesson visits/ focus by SLT, MLT, Subject Leaders or Peer Coaching
- Attendance at curriculum conferences / meetings
- Visits to other schools / collaborative work to draw upon and share expertise.

- Professional reading

## **Responsibility of Managing the School Improvement Plan**

The Headteacher, in partnership with the wider leadership team is responsible for developing a strategy for, and driving forward school improvement targets to improve standards in school through the school's vision, values and aims.

The Senior Leadership Team is responsible for the internal organisation, management and control of the School. In relation to the SIP, specific responsibilities include;

- Deploying and managing all teaching and support staff, ensuring high quality provision.
- Keeping under review the work and organisation of the School;
- Determining, organising and implementing an inspiring and progressive curriculum, which supports British and school values.
- Ensuring that the quality of education is outstanding.
- Providing effective CPD for staff and opportunities for career progression.
- Ensuring that effective and meaningful engagement with staff takes place and well-being remains a priority for all.
- Ensuring that pupils behave well and excel in all areas of school life and beyond.
- Ensuring that pupils are safe, healthy and happy, and are prepared for life in modern Britain.

The Middle Leadership Team's responsibilities include;

- Being responsible and accountable for standards of pupil achievement across the Key Stage.
- Setting improvement targets for the phase.
- Supporting teachers to develop and improve the quality of education within the phase.
- Keeping parents, pupils, governors, and leaders up-to-date with the quality of education within the Key Stage.
- Reviewing curriculum and pedagogy to ensure pupils' needs are being met.

The Subject Leaders' responsibilities include;

- Developing, implementing and monitoring teaching policies and practices which reflect the school's commitment to high achievement and which are consistent with school strategies.
- Establishing plans for the development and resourcing of teaching.
- Monitoring progress towards achieving plans and targets, and evaluating the impact on teaching and learning.
- Managing the professional development of teaching for staff and evaluating the impact on teaching and learning.
- Disseminating good practice.
- Evaluate pupil outcomes.

The School Improvement Plan sets out a clear intent for each priority area. Actions, responsibilities and timescales are outlined and impact statements enable the school to measure success in each area. Monitoring of progress happens in a number of ways including;

- Progress checks in leadership meetings
- Staff Development Meetings
- Governor Visits
- Lesson Visits
- Consultation with stakeholders
- Headteacher and Middle Leader Reports
- Governing Body Meetings
- External Partner Reviews

Ongoing evaluations of the SIP take place and areas are RAG rated to ascertain levels of achievement in each priority area.

### **The Role of the Governing Body**

The Governing Body has a responsibility to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

They do this by achieving three core aims;

- Ensuring clarity of vision, ethos and strategic direction
- Holding leaders to account for the educational performance of the organisation and its pupils, and the appraisal of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent

The SIP is a document, which supports the Governing Body’s vision, ethos and strategic direction of the school. Its targets and actions support the Strategic Plan whilst enabling the school to respond effectively to school, local and national priorities.

Governors monitor the progress of the SDP targets in a variety of ways including;

- through the Headteacher’s Reports
- monitoring visits
- meetings with subject leaders
- through committee meetings

### **Governing Body Strategic Plan**

The aim of the strategic plan is to ensure that the school has a clear direction for the future, and that a robust plan strategy is in place to achieve this vision.

The school strategy provides a robust framework for setting priorities, creating accountability and monitoring progress in delivering the school's vision, focusing on significant strategic challenges.

Based on a 3-year cycle, the strategy is focused on:

- Providing clarity of focus about the school's future direction for all its staff and stakeholders.
- Providing a monitoring and self-evaluation mechanism for Governors and the Leadership Team.
- Providing a framework to direct the allocation of resources and nature and pace of change.

The Strategic Plan is determined by our continued ambition to be an outstanding school under the OFSTED framework. The Governors' and senior leaders' vision for maintaining our outstanding status is firmly rooted in our Christian foundation of providing each child in our school with an inspirational education, which meets every child's holistic needs.

### **Whole school key priorities for the academic year 2022 – 2023**

1. Close gaps for pupils previously assessed as greater depth, ensuring that they are able to reach this standard, which is demonstrated through work in lessons and end of unit assessments.
2. Teaching and Learning is at least good in all lessons and outstanding in most.
3. Disadvantaged pupils receive individual support and interventions that enable them to achieve in line with their peers.
4. Supported by the Inclusion Lead and Subject Leaders, teachers ensure the curriculum is properly sequenced for pupils with SEND and well matched to their needs. They have high expectations for pupils with SEND and have a detailed understanding of their needs. Parents work in close partnership with the school and feel directly involved in their child's school experience.
5. Development of Foundation Subject Assessment system.
6. Further develop behaviour provision by introducing Zones of Regulation across the school.
7. Subject and Middle leadership is highly effective and leads to the quality of education being the best it can be.
8. The development of the pupil parliament and house system leads to significant and lasting change for pupils. Pupils are able to talk about the difference they make to their school and the wider community. They recognise themselves as "agents of change" – they see that change needs to happen and they act on it.
9. Introduce new ways to reconnect school and families following the disruption of the pandemic.

<b>Whole School Intent 1</b>	<b>Led by:</b>
Close gaps for pupils previously assessed as greater depth, ensuring that they are able to reach this standard, which will be demonstrated through work in lessons and end of unit assessments.	Governing Body, Leadership team, Subject Leaders

<b>Impact</b>
<ul style="list-style-type: none"> <li>Teachers have an in depth knowledge of the curriculum and planned end points for each term.</li> <li>Supported by subject leaders, teachers use assessment strategies to plan with a clear understanding of what pupils already know and what they need to know next to close gaps.</li> <li>Planned interventions take place, which enable pupils to access disciplinary knowledge.</li> <li>Pupil activities ensure planned content supports and develops characteristics of learning which enable pupils to reach greater depth standard.</li> <li>Pupils revisit and practise planned content so that it can be applied in a range of contexts. Pupils assessed as greater depth through prior attainment, meet this standard by the year end point.</li> </ul>

<b>Implementation</b>	<b>Monitoring for Impact</b>
<ul style="list-style-type: none"> <li>In medium and short term planning, <b>Teachers</b> clearly define what pupils need to know next and specify this in detail, so that there is clarity in what must be taught to close gaps for HAPs.</li> <li><b>Teachers</b> ensure that lessons are dynamic and respond to the needs of pupils. Opportunities for break off groups within lessons ensure that teachers and teaching partners can effectively support and challenge pupils.</li> <li><b>Lead teacher</b> supports colleagues in ensuring all teachers know, understand and apply the school's teaching, learning and assessment model. They work with colleagues to identify and target key development points and to plan an improvement pathway.</li> <li><b>Teachers</b> develop group action plans which outline how greater depth pupils needs will be met within the classroom. Middle Leaders to evaluate the outcome of the plans.</li> <li><b>Learning Mentors</b> deliver specific targeted interventions to accelerate progress for underachieving greater depth pupils and measure value added.</li> <li><b>Subject leaders</b> review medium term plans to ensure that there are clear learning outcomes, which are revisited regularly across the year and key stage.</li> <li><b>Middle Leaders</b> plan regular moderation meetings to ensure consistency in pedagogy and pupil outcomes for all pupils.</li> <li><b>Subject and Middle Leaders</b> to undertake joint observations with Senior Leaders to support SSE judgements made about the quality of education.</li> </ul>	<p>ST to hold <b>Review Meetings</b> with Subject Leaders, enabling SL's to seek advice, guidance and challenge on actions to date and decisions made.</p> <p>SB to hold <b>Review Meetings</b> with Middle Leaders, enabling ML's to seek advice, guidance and challenge on actions to date and decisions made.</p> <p>AS to <b>Coach and Mentor</b> colleagues on setting pathways for improvement.</p> <p><b>Moderation</b> enables subject leaders and middle leaders to benchmark standards of work across year groups and other similar settings.</p> <p><b>Governor Subject Visits</b> challenge and support subject leaders in their decision making.</p> <p><b>Planning and Action Plan</b> scrutiny to ensure targeted support is offered to pupils who have regressed.</p> <p><b>Lesson Visits</b> enable subject leaders to evaluate the planning and teaching of their curriculum area to ensure it is the best it can be. Subject leaders identify strengths and weaknesses within strands and set out clear actions for improvement.</p>

<b>Whole School Intent 2</b>	<b>Led by:</b>
<b>Teaching and Learning is at least good in all lessons and outstanding in most.</b>	Governing Body, Leadership team, Subject Leaders

<b>Impact</b>
<ul style="list-style-type: none"> <li>• Teachers know what they need to teach and how to teach it.</li> <li>• Teachers plan sequences of lessons which build on previous learning. They ensure the foundations are secure and address any gaps before moving on. Knowledge and concepts are revisited regularly.</li> <li>• Teaching is dynamic and responds to the needs of pupils.</li> <li>• Feedback is in the moment and addresses misconceptions or increases challenge for pupils.</li> <li>• Teachers have high expectations – this isn't about making work harder, it's about engagement, focus, effort, independence and cooperation.</li> <li>• Written work and tasks are well presented and well organised. Content is the best it can be for the individual.</li> <li>• Lessons are inherently inclusive – scaffolding and pre-teaching is in place to enable pupils to succeed with the learning objective. MyPlan targets and action plans are implemented and reviewed regularly. Cultural Capital opportunities are interwoven into the curriculum.</li> <li>• Lessons help pupils to become well rounded individuals – Pupils talk about things which matter to them and what is happening in the world around them. They challenge stereotypes and inequality and discuss big questions. Teachers skilfully support discussions with our school vision in mind.</li> <li>• Teachers assess at the end of lessons and make adjustments to planning accordingly. They use our feedback policy to guide pupils in their next steps.</li> </ul>

<b>Implementation</b>	<b>Monitoring for Impact</b>
<ul style="list-style-type: none"> <li>• Teachers work collaboratively to ensure consistency in planning and delivery of curriculum across the year group. Medium and short term planning reflects the long term curricular intent and identifies where previous learning may not be secure.</li> <li>• Pupil tasks enable children to think about, practice and apply the key learning from the lesson. Extraneous information is excluded.</li> <li>• Teachers invest planning and preparation time in ensuring they “know stuff”.</li> <li>• Experienced colleagues who are new to the school receive support and mentoring from Middle Leaders/SLT on the Leckhampton Teaching, Learning and Assessment Model.</li> <li>• ECT and ECT+1 colleagues receive comprehensive CPD and mentoring to address areas for development and understand the steps needed to improve teaching and learning.</li> <li>• Teacher briefings provide opportunities to celebrate WWWs and EBIs.</li> <li>• Leadership meetings ensure there is a coordinated approach to the way in which the school sets actions for improvement in teaching and learning. Leaders know and understand the actions they must take to ensure continuous improvement in their phase/team.</li> <li>• Feedback Policy is followed with fidelity. All teachers address misconceptions and move learning on in the lesson. Teachers assess at the end of sessions and adapt planning accordingly.</li> <li>• Pupil workbooks and end of unit products/pieces reflect the pride and effort of the individual.</li> <li>• Pupils show cooperation and independence in lessons. They are focussed and engaged in their learning.</li> </ul>	<p><b>Lesson Visits</b> enable leaders to evaluate teaching, learning and assessment to ensure it is the best it can be. Leaders identify strengths and weaknesses within strands and set out clear actions for improvement.</p> <p><b>Planning Scrutiny</b> - plans ensure there is “adherence” with curricular expectations and activities enable pupils to think about and understand the key content teacher’s want them to learn. Teacher Planning identifies that activities support and deepen the knowledge, skills and vocabulary required in each subject area, across all year groups.</p> <p><b>Middle leaders</b> offer support and coaching to new colleagues.</p> <p><b>Senior Leaders</b> evaluate the training and mentoring offered to ECT and ECT+1 colleagues, ensuring that feedback is constructive and leads to improvement in practice.</p> <p><b>Work Scrutiny</b> indicates that feedback policy is followed and effectively moves pupils on in their learning. Pupils work is well presented and is of a high standard.</p> <p><b>Lesson Visits</b> show that pupils are independent and have the necessary scaffolds and support to achieve. Learning mentors use pre and post teaching to ensure all pupils are prepared for the lesson but especially disadvantaged pupils and those with SEND.</p>



- Learning mentors and teaching partners use pre and post teaching strategies to support disadvantaged pupils and those with SEND. This supports pupils in meeting the learning objective. Pupils catch up and keep up with the learning in lessons.
- SMS and cultural capital opportunities are interwoven into curricular plans – subject leaders can articulate the importance and value these bring to pupils.
- The school’s vision, values and aims guide pupils’ actions and words at all times.
- Assessment is robust and leads to targeted teaching in future lessons. Pupils are guided in their next steps and understand how to improve their work.

**Lesson Visits** show that pupils actions and words are positively influenced by the school’s vision, values and aims. Behaviour and attitudes in lessons are excellent.

**Lesson Visits** show that highly effective questioning, support and intervention by the teacher leads to pupils moving on in the lesson. Where misconceptions are identified, these are quickly rectified and where pupils grasp knowledge quickly, opportunities for deepening understanding and applying this knowledge is skilfully planned into lessons.

<b>Whole School Intent 3</b>	<b>Led by:</b>
<b>Disadvantaged pupils receive individual support and interventions that enable them to achieve in line with their peers</b>	Governing Body, Deputy Headteacher

<b>Impact</b>
<ul style="list-style-type: none"> <li>• Teachers, learning mentors and wellbeing teaching partners have an in depth knowledge of the individual barriers for learning for each pupil in their care.</li> <li>• Teachers use robust assessments to plan lessons, which support pupils in securing knowledge already gained as well as providing challenge in moving them on when they are ready.</li> <li>• Planned interventions take place, which close gaps in learning for pupils. Results are carefully scrutinised to assist in building a strong profile of what works and how this may benefit other pupils.</li> <li>• Pastoral support is targeted for pupils who need it. Interventions, which build pupils confidence, self-esteem and self-belief, lead to improvements in behaviour and attitudes.</li> <li>• Pupil activities ensure planned content supports and develops characteristics of learning which enable pupils to reach greater depth standard. Learning mentors work closely with pupils to provide pre and post learning support in order to secure learning. Pupils have opportunities to talk about what they need to help them with their learning and learning mentors help pupils to put these ideas into practice.</li> <li>• Disadvantaged pupils receive the necessary support to access the school’s full offer. This includes wider and extra-curricular studies and opportunities.</li> </ul>

<b>Implementation</b>	<b>Monitoring for Impact</b>
<ul style="list-style-type: none"> <li>• <b>DHT</b> to conference with disadvantaged pupils and teachers to support staff in developing an in depth knowledge of pupil’s interests, needs and the barriers they face.</li> <li>• <b>Teachers</b> develop plans which highlight key actions for closing gaps and accelerating progress for disadvantaged pupils.</li> <li>• <b>Learning mentors</b> prioritise time for pre and post teaching. This is responsive to pupils needs during the lesson.</li> <li>• <b>Teachers</b> ensure that lessons are dynamic and respond to the needs of pupils. Opportunities for break off groups within lessons ensure that teachers and teaching partners can provide additional support and challenge for disadvantaged pupils.</li> <li>• <b>Leaders</b> prioritise and target support for pupils where barriers affect well-being. Clear programmes of support are put in place to equip pupils with the skills and strategies they need to help overcome these barriers in the short and long term.</li> <li>• <b>Disadvantaged pupils</b> receive priority for extracurricular opportunities, Staff support pupils in accessing aspects of school life where they will have opportunities to develop characteristics and skills, which will benefit them during their schooling but as beyond.</li> </ul>	<p><b>SB to evaluate</b> the current PP strategy for effectiveness and to formulate new strategy in light of findings. <b>SB to monitor</b> action plans and to evaluate impact of tasks/interventions highlighted. Provide termly update to MGB on strengths and areas for development. <b>Leadership meetings</b> monitor progress made against the whole school priority.</p> <p><b>Lesson Visits</b> enable leaders to evaluate teaching, learning and assessment to ensure it is the best it can be for disadvantaged pupils. Leaders identify strengths and weaknesses within lessons and set out clear actions for improvement. They show that pupils are independent and have the necessary scaffolds and support to achieve. Learning mentors use pre and post teaching to ensure all pupils are prepared for the lesson but especially disadvantaged pupils and those with SEND.</p> <p><b>Senior Leaders</b> provide effective CPD, which provides all staff with the opportunity to develop as outstanding practitioners, resulting in all pupils having access to quality first teaching. CPD is informed by research – EEF and Challenge Partner – Network of Excellence.</p> <p><b>Work Scrutiny</b> indicates that feedback policy is followed and effectively moving disadvantaged pupils on in their learning. Pupils work is well presented and is of a high standard.</p> <p><b>Well-being TPs and Learning mentors</b> provide support for disadvantaged pupils in accessing all aspects of school life.</p>

<b>Whole School Intent 4</b>	<b>Led by:</b>
<b>Supported by the Inclusion Lead and Subject Leaders, teachers ensure the curriculum is properly sequenced for pupils with SEND and well matched to their needs. They have high expectations for pupils with SEND and have a detailed understanding of their needs. Parents work in close partnership with the school and feel directly involved in their child’s school experience.</b>	Governing Body, Leadership team, Subject leaders

<b>Impact</b>
<ul style="list-style-type: none"> <li>• Teachers have an in depth knowledge and understanding of their pupils needs.</li> <li>• Teachers use effective strategies to ensure that the curriculum is properly sequenced for pupils with SEND.</li> <li>• Pupil tasks are carefully scaffolded to meet individuals’ needs, enabling them to experience success and gain a sense of pride in their work.</li> <li>• All staff break down barriers for pupils with SEND and hold a strong belief that each child can and will achieve under their care.</li> <li>• Parents feel involved and informed at every stage of their child’s school journey. The school actively encourages and involves parents in decision-making processes. Parents speak highly of the school’s work.</li> </ul>

<b>Implementation</b>	<b>Monitoring for Impact</b>
<ul style="list-style-type: none"> <li>• <b>Teachers</b> use approaches with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice. “I do, we do, you do” approach.</li> <li>• <b>Teachers</b> provide effective scaffolds when pupils are working on tasks, providing supportive tools or resources such as a writing frame or a partially completed example.</li> <li>• <b>Teachers</b> use flexible grouping, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class.</li> <li>• Utilise high quality structured interventions to provide targeted support.</li> <li>• Review the school’s communication pathway to ensure that parents have clarity on how any concerns or worries in relation to SEND will be addressed and how they will be fully informed of the outcome an any subsequent support or actions that are put in place.</li> <li>• Develop further strategies to ensure that staff follow a coordinated approach to the care and support pupils receive.</li> <li>• Provide a comprehensive package of Continued Professional Development for staff, delivered by specialist agencies/professionals.</li> <li>• Purchase additional EP visit time to ensure that early concerns are fully investigated and strategies/ support put in place as soon as possible.</li> <li>• Provide regular and informative communication to parents, ensuring that the school’s actions and developments are shared and understood by families. To include; newsletters, regular check ins, access to email.</li> </ul>	<p>SP to ensure that MyPlan documents and planned actions are carried out in line with the school’s expectations.</p> <p>SP to map out the school’s intervention programme and to track pupil interaction and impact across the year. Attendance at SENDCO cluster meetings to share best practice.</p> <p><b>Lesson Visits</b> show that teachers are meeting the implementation strategies and that the following elements are highly visible in lessons;</p> <ul style="list-style-type: none"> <li>• Clear explanation</li> <li>• I do, we do, you do</li> <li>• Flexible groupings</li> <li>• High quality interventions</li> </ul> <p><b>Leaders</b> evaluate quality of CPD – feedback from staff.</p> <p><b>Governors</b> to monitor key actions undertaken and provide effective challenge and support to leaders.</p> <p><b>Parent consultation</b> on what the school is doing well and what could be improved.</p> <p><b>Pupil Consultation</b> – pupils can talk about the strategies and support mechanisms in place to help them with their learning. They are proud of their work and are keen to share what they have achieved.</p>

<b>Whole School Intent 5</b>	<b>Led by:</b>
<b>Re -development of a Foundation Subject Assessment system, which provides teachers and leaders with information on what the children know, can remember and can apply.</b>	Governing Body, Assessment Lead, Leadership team, Subject leaders

<b>Impact</b>
<ul style="list-style-type: none"> <li>• Assessment of the foundations subjects gives teachers the information they need to accurately inform planning and next steps for pupils.</li> <li>• Assessment information helps children to know how they are doing and what they need to do to improve.</li> <li>• Assessment is manageable.</li> <li>• The assessment system provides leaders with detailed information on well pupils are performing within subject strands. This enables the school to formally track strengths and areas for improvement across the curriculum.</li> <li>• Subject leaders are confident that assessments are robust and are benchmarked across similar schools.</li> <li>•</li> </ul>

<b>Implementation</b>	<b>Monitoring for Impact</b>
<ul style="list-style-type: none"> <li>• Transition from Target Tracker to Sonar to take place over the Autumn Term.</li> <li>• In lessons, teachers continue to check pupils understanding through questioning, addressing misconceptions, evaluating pupils work in and at the end of the lesson, and adjust their plans accordingly “How will you adapt tomorrow’s lesson in light of today’s assessment?”</li> <li>• Pupil workbooks continue to provide evidence to support teacher assessments and assist in building a picture of attainment.</li> <li>• Teachers continue to implement the feedback strategies within the policy to great effect.</li> <li>• Teachers are dynamic in their approaches to teaching in lessons. They use information gathered from the previous lesson as well as the lesson they are currently teaching, to ensure that they address misconceptions and challenge learners.</li> <li>• Leadership team redevelop assessment statements for foundation subjects and apply to Sonar.</li> <li>• Teachers receive training on the subtle differences of Sonar and how to pull out key information to support them with their planning.</li> <li>• Subject leaders use assessment data to track attainment and progress in subject strands. They use the data to ask challenging questions about the quality of provision in their subject and set actions to address weaknesses identified.</li> <li>• Subject leaders work collaboratively with other subject leaders in similar contexts to benchmark and moderate standards across the school. This in turn builds a robust data profile for foundation subjects.</li> </ul>	<p><b>Training session</b> for key staff on the changes to the assessment system and integration with current system.</p> <p><b>Lesson Visits</b> show that highly effective questioning, support and intervention by the teacher leads to pupils moving on in the lesson. Where misconceptions are identified, these are quickly rectified and where pupils grasp knowledge quickly, opportunities for deepening understanding and applying this knowledge is skilfully planned into lessons.</p> <p><b>Middle and subject leaders</b> evaluate planning for evidence of adaptations to planning in response to pupil outcomes.</p> <p><b>Assessment Lead</b> to review redeveloped assessment statements, which link to the long term curricular plans in place.</p> <p><b>CPD</b> for staff ensures that all feel confident in using the system and how to extrapolate detailed information on their particular class/year or subject.</p> <p><b>Subject Leaders</b> use assessment data and monitor standards across their subject. They identify key strengths and areas for development and share this information with leaders. Clear action plans are put in place to swiftly address weaknesses.</p>

<b>Whole School Intent 6</b>	<b>Led by:</b>
<b>Further develop behaviour provision by introducing Zones of Regulation across the school.</b>	Governing Body, Leadership team, All staff

<b>Impact</b>
<ul style="list-style-type: none"> <li>Pupils develop emotional self-understanding and self-regulation. They understand the connection between their sensory systems, emotions and ability to relate to the world in ways that make others feel comfortable relating to them – <i>Zones of Regulation</i></li> </ul>

<b>Implementation</b>	<b>Monitoring for Impact</b>
<ul style="list-style-type: none"> <li>Evaluate the impact of the training undertaken with Year 5 pupils in Summer term.</li> <li>Schedule and deliver Zones of Regulation Training for staff – week 4 and 5.</li> <li>Prepare Zones of Regulation materials to share with parents and schedule information evening.</li> <li>Schedule launch of ZoR for w/b 31<sup>st</sup> October. 6 weeks of introductory sessions to be delivered across the school.</li> <li>Provide opportunities for staff to feedback on WWWs and EBIs. Following feedback sessions implement additional training sessions to address concerns.</li> <li>Implement one to one lessons for identified pupils, delivered by the wellbeing/learning mentor team.</li> </ul>	<p><b>Staff conferencing</b> – identify what has worked well in advance of staff training. SP to be available to support and guide colleagues in implementation of new curriculum.</p> <p><b>Parent survey</b> – Parents highlight the difference ZoR has made to supporting behaviour at home. Feedback is positive.</p> <p><b>Staff feedback</b> – Staff questionnaires demonstrate that the school’s coordinated approach leads to improvement in how pupils self regulate during the school day.</p> <p><b>Pupil conferencing</b> – Pupils are able to talk about the ZoR Curriculum and the difference it makes to their day, especially the impact on playtimes and when facing challenges in the classroom.</p>

<b>Whole School Intent 7</b>	<b>Led by:</b>
<b>Subject and Middle leadership is highly effective and leads to the quality of education being the best it can be.</b>	Governing Body, Leadership team, Subject leaders

<b>Impact</b>
<ul style="list-style-type: none"> <li>• Subject leaders are responsible and accountable for ensuring high quality delivery of their subject, across all key stages, so that pupils learn equally well across the curriculum. Subject leaders are confident the Quality of Education is “the best it can be” in their subject area.</li> <li>• Subject Leaders actively develop SMSC opportunities within their subject. They can describe how their subject is represented beyond the classroom and ensure pupils are aware of developments and issues relating to their subject. Cultural Capital is interwoven into the curriculum and develops pupils into active and responsible members of their community.</li> <li>• Middle phase leaders develop a range of strategies for individual and collective self-evaluation which support the key phase being the best it can be.</li> <li>• Middle phase leaders develop coherent approaches to CPD which build and sustain teachers’ practice in their key phase.</li> <li>• Middle Phase Leaders support the distinctive nature of their key phase in the interpretation of the curriculum intent, which leads to high quality learning experiences.</li> </ul>

<b>Implementation</b>	<b>Monitoring for Impact</b>
<p><b>Subject leaders</b> monitor planning to ensure that pupils with barriers to learning have the necessary aids and scaffolds in place to experience success.</p> <p><b>Subject leaders</b> monitor the curriculum delivery across all key stages, to ensure that all pupils have access to high quality teaching.</p> <p><b>Subject leaders</b> evaluate lessons to ensure they are the best they can be. They identify key learning points and provide support to colleagues in improving practice.</p> <p><b>Subject leaders</b> map out current SMSC links and provision, which takes place beyond the classroom. They understand how their subject is represented through the Vision Curriculum and actively look at ways to raise the profile of their subject within school.</p> <p><b>Foundation subject leaders</b> moderate and share best practice across local schools. By working collaboratively, SL’s build a strong picture of attainment and progress across year groups and are acutely aware of strengths and weaknesses across each curricular strand.</p> <p><b>Middle phase leaders</b> model self-evaluation. They promote an open, honest and critical stance in examining practice within their phase. They lead and influence others in self-evaluation. They set high expectations for their team and ensure that key messages and priority actions are delivered through CPD are implemented.</p> <p><b>Middle phase leaders</b> model and develop practice within their key phase.</p>	<p><b>Planning Scrutiny</b> enables subject leaders to identify ways in which teachers scaffold lessons to support pupils with barriers to learning and challenge rapid graspers.</p> <p><b>Lesson Visits</b> enable subject leaders and middle leaders to evaluate the planning and teaching of their curriculum area to ensure it is the best it can be. Subject leaders identify strengths and weaknesses within strands and set out clear actions for improvement.</p> <p><b>Moderation</b> enables subject leaders to benchmark standards of work across year groups and other similar settings.</p> <p><b>Pupil Conferencing</b> demonstrates the value that pupils place on SMSC opportunities and the provision which takes place beyond the classroom.</p> <p><b>Lesson Visits</b> demonstrate that teachers have received effective guidance on how to discuss moral, ethical and social issues with the children, set within our curriculum framework. This leads to reflective and thoughtful moments in the classroom where pupils’ words and actions reflect our school vision.</p> <p>Middle leader <b>Governor Reports</b> outline improvement actions taken and subsequent impact across each phase.</p>

<b>Whole School Intent 8</b>	<b>Led by:</b>
<b>The development of the pupil parliament and house system leads to significant and lasting change for pupils. Pupils are able to talk about the difference they make to their school and the wider community. They recognise themselves as “agents of change” – they see that change needs to happen and they act on it.</b>	Governing Body, Headteacher, Deputy Head teacher

<b>Impact</b>
<ul style="list-style-type: none"> <li>• All pupils have curriculum opportunities to look beyond themselves, ask big questions, think globally about life, and develop an understanding of disadvantage, deprivation, and the exploitation of the natural world</li> <li>• The school’s ethical and charitable activities link directly to the school’s vision and associated values.</li> <li>• Pupil parliament and the house system provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice.</li> </ul>

<b>Implementation</b>	<b>Monitoring for Impact</b>
<p>Map out current curriculum opportunities for year groups, which enable pupils to look beyond themselves.</p> <p>Develop a programme of work, which supports pupils in becoming “agents of change”. This programme encompasses activities in and out of school and leads to lasting change in school and the wider community.</p> <p>Develop a “Big Questions” project, which supports pupils in developing an understanding of disadvantage, deprivation and the exploitation of the natural world.</p> <p>Strengthen partnerships with current school charities to ensure there is a close link between the school’s vision, values and aims.</p> <p>Provide opportunities for houses to meet and to develop a clear identity which aligns with the school’s vision. House Captains and Deputy House Captains lead and manage projects across the academic year, supported by heads and deputy heads of houses.</p>	<p><b>Pupil conferencing</b> ensures that pupils are able to talk about the opportunities in school which allow them to look beyond themselves.</p> <p><b>Parent and Pupil conferencing</b> highlights that the “agent for change” project has enabled pupils to think more widely about social injustice and the part they can play in making a real and lasting difference.</p> <p><b>Pupil conferencing</b> highlights the impact that the big questions project has had on their understanding of disadvantage deprivation and exploitation of the natural world.</p> <p><b>Pupil parliament ministries</b> are able to talk about the impact of their work and the importance of the link between school and our chosen charities. Pupils are actively involved in charitable work.</p> <p><b>Pupil conferencing</b> with pupil leaders demonstrates their understanding of the school’s vision and values and how they are central to the work of the school. They lead their houses with the vision and values in mind.</p>

<b>Whole School Intent 9</b>	<b>Led by:</b>
<b>Introduce new ways to reconnect school and families following the disruption of the pandemic.</b>	Governing Body, Leadership team, Subject Leaders

<b>Impact</b>
<ul style="list-style-type: none"> <li>Families feel fully connected with the school. They are able to talk about recent school developments and how this has impacted on their family.</li> <li>The school actively seeks ways to connect with families and to share its work in an open and transparent way. This leads to parents feeling informed and fully integrated into school life.</li> </ul>

<b>Implementation</b>	<b>Monitoring for Impact</b>
<p>Reinstate parent volunteers. Ensure that the volunteer policy does not create unnecessary barriers to offering support in school.</p> <p>Reinstate fortnightly bulletins. All staff to become active contributors in the bulletin, which celebrates the life and work of the school.</p> <p>Map out parents meetings in order to share key information on curricular developments and ways in which parents can support at home.</p> <p>Devise and deliver a bespoke parenting programme, which seeks to support families in a sensitive and engaging manner. To be delivered by outside agency.</p> <p>Development of Class Dojo across the school.</p> <p>Review of school’s social media platforms and website.</p>	<p><b>Parents survey</b> demonstrates that the school is effectively meeting its implementation statements.</p> <p><b>Parents evaluations</b> show that the information shared by the school is welcomed and useful.</p>



**Monitoring for Impact Calendar**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Review of the previous year’s performance based on attainment data, predictions and value added data and the identification of strengths and areas for improvement</li> <li>• Set targets for end of year outcomes for EYFS, KS1 and 2.</li> <li>• Teacher Appraisal Policy and Career Stage Expectations approved.</li> <li>• Performance management targets set.</li> <li>• CPD planned for academic year.</li> <li>• Observation schedule established.</li> <li>• Governor Subject Visits allocated for year.</li> <li>• Fortnightly leadership meetings to check progress against SIP targets.</li> <li>• Middle leader review meetings and reports for Governors at end of term.</li> <li>• Teacher briefings to facilitate dialogue and conferencing on SIP actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Interim performance management to review progress towards targets and any actions outstanding.</li> <li>• Challenge Partner Review</li> <li>• Subject leaders and middle phase leaders conduct independent and joint lesson visits to evaluate the quality of delivery and lesson outcomes for pupils across the curriculum. Feedback is clear, concise and identifies areas for improvement which are measurable.</li> <li>• Subject leaders and middle phase leaders conduct work scrutiny for the foundations subjects with a focus on the quality of task and how it meets the planned learning objective.</li> <li>• Pupil conferencing with subject leaders shows that pupils are able to remember more – using and applying their new learning.</li> <li>• Fortnightly leadership meetings to check progress against SIP targets.</li> <li>• Governor visits.</li> <li>• Middle leader review meetings and reports for Governors at end of term.</li> <li>• Teacher briefings to facilitate dialogue and conferencing on SIP actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of performance management targets. Staff ensure that there is a strong evidence base to support the completion of targets which has been gathered over the academic year.</li> <li>• Subject leaders and middle phase leaders conduct independent and joint lesson visits to evaluate the quality of delivery and lesson outcomes for pupils in all subjects. Feedback is clear, concise and identifies areas for improvement which are measurable.</li> <li>• Whole school work scrutiny identifies www’s and ebi’s and actions to share best practice and for improvement.</li> <li>• Review of curriculum with pupils. Identify key learning points, highlights and areas for improvement.</li> <li>• Fortnightly leadership meetings to check progress against SIP targets.</li> <li>• Governor visits.</li> <li>• Middle leader review meetings and reports for Governors at end of term.</li> <li>• Teacher briefings to facilitate dialogue and conferencing on SIP actions.</li> <li>• Identify key actions for next academic year.</li> </ul>

## Additional Priority Actions for the School

Intent	Action	Monitoring for Impact
<p>To <b>introduce and implement the new phonics programme</b> – Little Wandle revised Letters and Sounds Programme across the school.</p>	<ul style="list-style-type: none"> <li>• To schedule and deliver training for all staff on the new systematic synthetic phonic (SSP) programme.</li> <li>• To resource Little Wandle SSP programme.</li> <li>• Provide information to parents on changes and guidance on how they can help at home.</li> <li>• Assess all pupils across the school in order to highlight pupils who require rapid catch up/SEND Support.</li> <li>• Deliver catch up programmes in order to close gaps in knowledge. Reassess for impact.</li> <li>• Evaluate the quality of Phonics sessions.</li> </ul>	<p><b>English Team review meetings</b> – enable the team to meet with senior leaders in order to monitor and evaluate progress made in implementing the scheme across the school.</p> <p><b>Staff CPD</b> ensures that colleagues fully understand are able to implement the scheme with fidelity.</p> <p><b>Planning Scrutiny</b> to ensure all staff plan lessons in line with expectations and pace of programme.</p> <p><b>Lesson visits</b> to evaluate the quality of implementation and impact of scheme.</p>
<p><b>GLOW Maths Hub Project</b>  <b>Develop fluency</b> in number so the facts are recalled with automaticity.  <b>Develop number sense</b> - a flexibility with number that employs mathematical structure and relationships.</p>	<ul style="list-style-type: none"> <li>• Maths subject leader to lead and coordinate the maths project with Key Stage 1 colleagues and to implement the necessary actions in line with GLOW Maths Hub directive.</li> </ul>	<p><b>CPD training</b> delivered by GLOW maths hub  <b>Regular evaluation point</b> with GLOW maths hub  <b>Review meetings</b> with Leadership Team  <b>Lesson Visits</b> to measure impact of project and outcomes for pupils.</p>
<p>To develop the <b>outdoor areas</b> to maximise play opportunities across the school.</p>	<ul style="list-style-type: none"> <li>• To introduce a broad range of activities which engage and inspire pupils at playtimes.</li> <li>• EYFS pupils have specific additional support which provides flexibility in meeting the wide ranging needs of pupils.</li> </ul>	<p><b>Pupil conferencing</b> demonstrates that pupils enjoy playtimes and there are activities available which meet the needs of all pupils.</p>
<p>To ensure that <b>well-being</b> remains at the heart of the school’s practice.</p>	<ul style="list-style-type: none"> <li>• Implement strategies outlined in our Well-being Policy for staff, ensuring that collaboration and discussion is at the heart of change.</li> <li>• To embed those strategies over time and to continually seek ways to remain connected as a school family.</li> </ul>	<p><b>Pupil and staff conferencing</b> demonstrates that the school’s actions promote well-being and address workload concerns.</p>
<p>To review the school’s provision for <b>pupil’s cultural knowledge, understanding and development</b> in a changing landscape.</p>	<ul style="list-style-type: none"> <li>• To implement the Vision curriculum, ensuring that statutory requirements of RSHE are met. The new “Vision” curriculum provides children with learning opportunities that broaden and deepen their social</li> </ul>	<p><b>Pupil and staff conferencing</b> demonstrates that pupils understand the challenges faced by others and how these may be different to their own. They develop an</p>

	<p>and cultural knowledge and understanding. In turn, teachers are equipped with the skills and knowledge to effectively and supportively guide children through addressing challenging topical issues and current affairs.</p>	<p>understanding and empathy towards these challenges and display positive attitudes to all. Pupils develop their understanding of the world they live in and key issues, which affect people's lives. They are respectful, non-judgemental and can see both sides of the debate; they develop "open minds".</p>
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