



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Ashby Willesley Primary School



Core Strategic Plan 2023/2024

Received by LGB	13/09/23
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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2023-2024	2024-2025	2025-2026
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	Alison Freeman SENCo	Sara Riley-Lowndes Business Manager
<ul style="list-style-type: none"> • DSL • Strategic direction • Standards and Progress • Teaching and Learning • Behaviour • R2R • Attendance • Performance Management teachers • RSE Leader • MFL Leader • ITT • Mental Health First Aider - L3 	<ul style="list-style-type: none"> • DDSL • Deputise in absence of Headteacher • KS1 Leader • Curriculum Leader • R2R • Enrichment • Part time teacher • Lunchtime behaviour • Performance Management – support staff • ECT mentor 	<ul style="list-style-type: none"> • DDSL • Deputise in absence of Headteacher and Deputy Headteacher • KS2 Leader • English Leader • Assessment • Performance Management – support staff • EVC • Mental Health First Aider - L3 	<ul style="list-style-type: none"> • DDSL • EYFS Leader • EYFS standards and progress • Phonics and Early Reading Leader • Pupil premium Leader • 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	Michelle Lacey	Ian Gisbourne
Design and Technology	Jess Mildoon-Callaway	Louise Caller
English	Alison Wilder	Vacancy
Enrichment	Tim Barrow	Geoff Foulds
Geography	Kat Dennis	Lydia Leeson
History	Catherine Anslow	Vacancy
Maths	Sally Tabberer	Ian Gisbourne
Mental Health and Wellbeing	Gill Pearson	Vacancy
MFL (French)	Chloe Dilks	Geoff Foulds
Music	Sarah Hender	Vacancy
PE	Kate Hynard and Jill Edwards	Geoff Foulds
Phonics	Ashleigh Dowell	Vacancy
PHSE (Learning for Life)	Gill Pearson	Vacancy
RE	Dee Dixon Smith	Vacancy
RSE	Chloe Dilks	Vacancy

Science	Alex King	Louise Caller
SEND and ELSA wellbeing	Alison Freeman	Lydia Leeson
SMSC inc British Values	Tim Barrow	Vacancy

Long Term Development Plan

Focus Area	2023/2024	2024/2025	2025/2026
1. Leadership and management (including governance)	<ul style="list-style-type: none"> Embed SLT structure – to include TLR2 for maths 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 Appoint and train new governors Succession planning – identify key members of staff through PM Continue to train and upskill all subject leaders 	<ul style="list-style-type: none"> Embed SLT structure School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Subject leaders confidently lead and talk about their subject areas. 	<ul style="list-style-type: none"> Embed SLT structure School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Subject leaders confidently lead and talk about their subject areas.
2. Teaching and Learning	<ul style="list-style-type: none"> The overall effectiveness of teaching and learning to be at least good or outstanding in all areas Implement and review new curriculum plans – monitoring shows good coverage Pupil voice demonstrates an improving retrieval of substantive and disciplinary knowledge. Increase staff's confidence in delivering all areas of the curriculum. A more consistent enrichment offer to enhance teaching and learning. 	<ul style="list-style-type: none"> The overall effectiveness of teaching and learning to be at least good or outstanding in all areas Amend the curriculum plans as necessary Pupil voice demonstrates an improved retrieval of substantive and disciplinary knowledge. Staff to be confident in delivering most areas of the curriculum and identifying where CPD is needed. Review and implement new enrichment activities increasing their educational effectiveness. 	<ul style="list-style-type: none"> The overall effectiveness of teaching and learning to be outstanding in most areas Amend the curriculum plans as necessary Pupil voice demonstrates a good retrieval of substantive and disciplinary knowledge. Pupil voice demonstrates an improved retrieval of substantive and disciplinary knowledge. Staff confident in delivering all areas of the curriculum. Enrichment activities to be well-embedded and covering all areas of the curriculum.
3. Standards in Core subjects	<ul style="list-style-type: none"> End of KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be at least 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 Increase in number of pupils achieving 100% on MTC - above 27% 	<ul style="list-style-type: none"> End of KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be above national average KS2 combined to be at least above national average KS2 progress to be positive in R,W,M Phonics screening to be above national average Increase in number of pupils achieving 100% on MTC - above 35% 	<ul style="list-style-type: none"> End of KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be well above national average KS2 combined to be well above national average KS2 progress to be positive in R,W,M Phonics screening to be well above national average Increase in number of pupils achieving 100% on MTC - above 50%
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. 	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects. 	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects.

	<ul style="list-style-type: none"> To increase the % of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> To increase the % of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> To increase the % of pupils working at GDS in foundation subjects
5. Standards in EYFS	<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 well above NA At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline.
6. Progress of different groups of learners	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing and be in line with NA 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 and be in line with NA 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 and be in line with NA 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
7. Behaviour	<ul style="list-style-type: none"> Embed new behaviour policy Embed system for recording and monitoring behaviour Reduction in number of suspensions over the year Zero permanent exclusions (of children who have been at the schools for more than 2 years) 	<ul style="list-style-type: none"> Monitor and review new behaviour policy Embed and review system for recording and monitoring behaviour Reduction in number of suspensions over the year Zero permanent exclusions (of children who have been at the schools for more than 2 years) 	<ul style="list-style-type: none"> Monitor and review new behaviour policy Review system for recording and monitoring behaviour Reduction in number of suspensions over the year 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
8. Attendance	<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
9. Inclusion	<ul style="list-style-type: none"> Monitor and review accessibility to school site to enable inclusion of all pupils Ensure all enrichment opportunities are accessible to all 	<ul style="list-style-type: none"> Monitor and review accessibility to school site to enable inclusion of all pupils Monitor and review enrichment opportunities are to ensure they accessible to all 	<ul style="list-style-type: none"> Monitor and review accessibility to school site to enable inclusion of all pupils Monitor and review enrichment opportunities are to ensure they accessible to all
10. Safeguarding	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Embed schools safeguarding recording system Embed use of StaffSafe DSL Training – CD, AW Safer Recruitment training 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties DSL training TB/AD 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties DSL training CD/AW
11. Health	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons in Continue to participate in Active travel schemes 	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons in Continue to participate in Active travel schemes 	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons in Continue to participate in Active travel schemes

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

	<ul style="list-style-type: none"> Review use of Picture News in year group assemblies – weekly British Value British Values and SMSC integrated into all curriculum areas. Opportunities to celebrate diversity planned carefully and built into the curriculum Children can talk with increasing confidence about British Values 	<ul style="list-style-type: none"> Review use of Picture News in year group assemblies – weekly British Value British Values and SMSC integrated into all curriculum areas. Opportunities to celebrate diversity monitored closely and reviewed Children can talk with increasing confidence about British Values 	<ul style="list-style-type: none"> Review use of Picture News in year group assemblies – weekly British Value British Values and SMSC integrated into all curriculum areas. Opportunities to celebrate diversity embedded in the curriculum Children can talk with confidently about British Values
14. Staff CPD	<ul style="list-style-type: none"> All teachers to receive quality subject leader CPD and support All staff who teach curriculum areas offered CPD to ensure quality first teaching Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD Introduce National College online CPD for all staff – monitor and review impact 	<ul style="list-style-type: none"> Subject leaders upskilled through regular ongoing CPD All staff who teach curriculum areas offered CPD to ensure quality first teaching Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD Review impact of National College online CPD for all 	<ul style="list-style-type: none"> Subject leaders upskilled through regular ongoing CPD All staff who teach curriculum areas offered CPD to ensure quality first teaching Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD Review impact of National College online CPD for all

Review of Priorities for 2022/23

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
Priority 1 - <ul style="list-style-type: none"> Increase the number of pupils achieving GDS in writing at the end of KS1 	<ul style="list-style-type: none"> Experienced staff moved to Y2 New staff attended new to Y2 SATs CPD OLI - Targeted reading aloud and book discussion with young children took place 3 x per week. Reading parents/grandparents focused on target pupils. 10 target pupils in Y2, 3 progressed from WTS to EXS. Average points progress – +11.2 Writing curriculum in Y2 restructured to include : <ul style="list-style-type: none"> pre-writing activities; structuring text; sentence combination; summarising; drafting, editing and revising; and sharing. Sounds write transcription lessons took place at least once a week - Moderation took place in school, locally and cross Trust. 6.7% achieved GDS at end of KS1 – an increase in 3.4% 	<ul style="list-style-type: none"> GDS to be in line with national Writing overall to improve across the school Continue to train staff in Soundwrite
Priority 2 – <ul style="list-style-type: none"> Curriculum Development 	<ul style="list-style-type: none"> Following Ofsted in November 22, feedback responded to by rethinking the whole curriculum. All teaching staff provided with CPD on subject leadership – heavy focus on curriculum development in staff meetings as CPD 	<ul style="list-style-type: none"> Implement new curriculum in academic year 23/24 Plan opportunities for CPD in foundation subjects for all staff Ensure actioning planning and monitoring is more robust Communicate new curriculum to stakeholders

	<ul style="list-style-type: none"> • Time allocation of subject areas given great consideration – new curriculum designed to allocate 10hours per Foundation subject to ensure consistency and coverage • CPD over the year on knowledge retention and the importance of spaced learning • Whole new curriculum designed by curriculum leader (TB) in collaboration with subject leaders to ensure progressive curriculum that builds on key substantive and disciplinary knowledge and ensures spaced learning. • School environment planned to avoid cognitive overload • Staff have a clearer understanding of what is expected of them 	<ul style="list-style-type: none"> • Research MFL curriculum best practice
<p>Priority 3 –</p> <ul style="list-style-type: none"> • Improving provision for health and mental well-being across the school 	<ul style="list-style-type: none"> • Outdoor area ‘Garden of Dreams’ and EYFS playground replaced • CPD each term from mental health specialist • 3 members of SLT trained as Level 3 Mental Health Leads • Senior Mental health lead trained – GP • Paediatric metal health lead – GP • ELSA worked with 51 pupils over the course of the year • Termly meetings with support staff • Wellbeing links added in to briefing sheets • Wellbeing links added into newsletters • Training on managing parent conflict undertaken by HT to support families • Staff who needed it referred to school support services or signposted to professional support groups and provided with weekly support meetings in school • Headteacher accessed coaching wellbeing sessions through Education Support • Staff wellbeing QA sent to teachers and support staff – points actioned 	<ul style="list-style-type: none"> • Continue to promote support available to support wellbeing for members of staff • Monitor wellbeing and the impact of the new curriculum on staff

Headline Results July 2023

Key	Below NA	Approx at NA	Above NA	
GLD (see cohort details for reasons for below % GLD)	School 78.3%	Difference from previous year (+/-) -3.8%	National (when available) 67.3%	Difference (+/-) +11%

Phonics screening y1	School 92.3%	Difference from previous year (+/-) +7.3%	National (when available) 78.9%	Difference (+/-) 13.4%
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KS1

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Reading	EXP and ab	81.7%	+1.7%	68.3%	13.4 %
	Greater depth	15%	-6.7%	18.8%	- 3.8%

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Writing	EXP and ab	76.7%	+3.4%	60.1%	16.6%
	Greater depth	6.7%	+3.4%	8.2%	-1.5%

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Maths	EXP and ab	85%	0%	70.4%	14.6%
	Greater depth	15%	-10%	16.3%	-1.3%

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Combined	EXP and ab	75%	+3.3%	56%	19%
	Greater depth	6.7%	3.4%	6.2%	+0.5%

KS2

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Reading	EXP and ab	83.3%	-3.4%	72.6%	10.7%	106.5	-1.5
	Greater depth	40%	-10%	29%	11%		
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Writing	EXP and ab	80%	-5%	71.5%	8.5%	NA	
	Greater depth	13.3%	-11.7%	13.3%	0%		
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Maths	EXP and ab	91.7%	+5%	72.9%	18.8%	107	-0.3
	Greater depth	28.3%	-8.4%	23.8%	+4.5%		
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
GAPS	EXP and ab	85%	-3.3%	72.3%	+12.7%	107.9	-0.6
	Greater depth	48.3%	+3.3%	30.1%	+18.2%		
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)		
Combined	EXP and ab	75%	-1.7%	59.5%	15.5%		
	Greater depth	6.7%	-11.6%	8%	1.3%		
Progress scores (end of KS1- KS2) Estimate at time of writing	School						
	Reading	-0.07					
	Writing	-0.55					
	Maths	+1.58					

Key Priorities for 2023/24

Priority 1	Curriculum Development	Leader(s)	CD TB
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> Curriculum is unclear on the order lessons should be taught in. Teachers uncertain on how long to teach different curriculum areas for. Not enough time to teach everything Curriculum, especially those which follow a scheme, are oversaturated and do not make the core knowledge clear. Curriculum intents are not specific enough to individual subjects. Difficult to find what prior or future learning there is. 	<ul style="list-style-type: none"> Many pupils struggle to talk confidently about the things they have learnt in a range of curriculum areas. Key vocabulary and knowledge are not explicitly made clear to pupils. Not always taught disciplinary knowledge of subjects correctly to allow them to build on prior learning each year. Sequencing of lessons can confuse pupils and reduce the amount they are able to retain. 	<ul style="list-style-type: none"> Foundation curriculum data assesses pupils highly but currently these judgements are not made against a consistent set of criteria which considers the relevant substantive and disciplinary knowledge.

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
To have clearly sequenced learning in all curriculum areas	<p>EEF – What do we mean by a knowledge rich curriculum anyway?</p> <p>Emma Turner Simplicitus</p>	<p>Ensure that all curriculum areas have a clear long-term plan that covers the statutory requirements of the National Curriculum.</p> <p>Identify and map out the key substantive and disciplinary knowledge in each curriculum area and allocate it to the correct year group. This needs to be in a sequential way to allow learning to build over time.</p> <p>Create Can Is for foundation curriculum areas to ensure staff are clear on what needs to be covered and when. Use these to make links within year groups and across different year groups.</p> <p>Streamline curriculum areas to reduce unnecessary learning objectives to focus on core knowledge.</p> <p>Develop subject “fingerprints” to ensure consistency in subject specific intent of curriculum areas.</p>	<p>In pupil interviews, most pupils, from a range of attainment groups, will be able to retrieve learning that has taken place this year.</p> <p>The assessment of pupils will move in line with the core curriculum subjects as assessment becomes more accurate.</p> <p>Pupils work will be presented in a clearer sequence that will provide clarity when children use their books to talk about their work.</p>

Priority 1	Curriculum Development		Leader(s)	CD TB	
Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
Staff need to have the knowledge and skills to lead their curriculum area	Emma Turner Simplicitus	Build on the CPD ran by Emma Turner to develop curriculum leadership. Staff meetings to complete curriculum documentation to ensure that it is consistent. Shared monitoring with staff and SLT – especially those who have little experience of subject leadership. Monitoring timetable to ensure staff can build the correct picture about the subject they are leading. CPD to improve leader subject knowledge – e.g SH to attend training from Leicestershire Music Service to implement new scheme. Research Phonics based approach to teaching MFL		Pupil experience increased as leaders monitor subjects more closely and address issues. Reflected in pupil interview response.	
Staff need to have the knowledge and skills to teach the new curriculum		Subject leaders to run curriculum development work shops. Subject questionnaires to monitor staff confidence before and after CPD. Curriculum documents to show clearly the substantive and disciplinary knowledge that needs covering.		Teaching of substantive and disciplinary knowledge improved leading to pupils being able to retrieve and apply knowledge.	
Ensure EYFS curriculum maps through to KS1		Work with EYFS leader to ensure foundation stage curriculum prepares children for transition to KS1. Upskill subject leaders so that they have greater understanding about how their subject starts in EYFS and the Early Learning Goals.		Children manage transition between EYFS and KS1 more smoothly in regards to their knowledge and skills.	
Robust monitoring of new curriculum in place.		Emma Turner CPD explained what is required of subject leaders in regards to monitoring. Documentation created and shared to standardised monitoring process. Monitoring timetable created and shared to ensure there is a mixture of live and non-live monitoring in all curriculum areas throughout the year. SLT to work with subject leaders to implement monitoring to begin with.		Pupil experience increased as leaders monitor subjects more closely and address issues. Reflected in pupil interview response.	

Activity	Time out of classroom for staff	Monitoring	CPD
Cost	£150 per day	£150 per day	£In house



Implementation Plan / Logic Model



Priority 2	Cultural Diversity	Leader(s)	CD, TB, DDS
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> Curriculum teaches about religions and faiths but there is too much for children to remember and this leads to generalisations. 	<ul style="list-style-type: none"> Unable to talk about people from different cultures and of different faiths confidently during OFSTED. Unable to name or discuss the five British Values. 	<ul style="list-style-type: none"> Pupils were generalising during discussions which could be perceived as insensitive.

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Prepare pupils for life in modern Britain	EEF – Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	British Values to be the focus of whole Keystage assemblies – link to our 12 school core values. Model and scaffold in lessons how to talk about and explain the 5 British Values sensitively. British values given higher prominence across the school – display vocabulary in each classroom and in the school hall.	Pupils can talk confidently about British Values, explain what they mean and how they are relevant to life in modern Britain Pupils will retrieve a greater amount of the curriculum as it is no longer over-saturated and can talk sensitively about what they have learnt.
Adapt the agreed Leicestershire RE syllabus		RE lead to adapt agreed syllabus to highlight key substantive and disciplinary knowledge and enable retention of knowledge. RE lead to provide scaffolding sentences to promote respectful discussion about religions. Model thinking strategies to help support pupils learning.	

Priority 2	Cultural Diversity	Leader(s)	CD, TB, DDS
Start Date:	August 2023	Mid-Review:	February 2024
Evaluation Date:			July 2024
Enhance cultural diversity experiences across the school		<p>Every year group to offer every child the opportunity to experience a cultural diversity enrichment activity which has been carefully planned</p> <p>CPD for staff ‘windows and mirrors’ to support staff’s knowledge when purchasing new resources</p> <p>Investigate Developing the Role of the Equality, Diversity and Inclusion Lead Primary CPD – National College</p> <p>Ask families to share countries of heritage and celebrate these more across school</p>	<p>All pupils in school feel valued and included</p> <p>Pupils can talk sensitively about what they have learnt.</p>
Improve the quality and amount of culturally diverse resources in school		<p>Audit curriculum texts to ensure diversity and inclusion are celebrated and enhance resources as necessary- CPD on National College</p> <p>Subject leaders to audit resources to ensure diversity and inclusion are celebrated and enhance resources as necessary</p> <p>Curriculum and subject lead to audit significant people who are taught through our curriculum and amend accordingly to ensure diversity and inclusion are celebrated</p>	<p>All pupils in school feel valued and included</p> <p>Pupils can talk sensitively about what they have learnt.</p>

Activity	EEF Course explicit teaching of vocabulary	Time out of classroom for staff	Monitoring	CPD
Cost	£	£150 per day	£150 per day	£x

Priority 3	English	Leader(s)	
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> • Different approaches are being used to teach reading across KS2 • Lack in consistency and knowledge of shared and guided reading approaches across the school • Lack of clarity regarding reading expectations • There is too much to cover so teachers often move on too quickly before pupils have had the chance to secure learning • Expectations aren't clear and mapped out concisely 	<ul style="list-style-type: none"> • Modelling of reading and writing isn't consistent and clear across the school • Pupils are unsure what makes a piece of writing GDS • Some pupils find it hard to write neatly, whilst getting their ideas down and GAPS accurate. • Some pupils are aware that they have additional needs with regards to writing and this can impact their confidence and willingness to have ago 	<p>KS2 SATS results show a decline in progress and decreasing EXS and above % over the last 3 years in writing</p> <p>Disadvantaged Pupils KS2 SATS results show a decline in progress and decreasing EXS and above % over the last 3 years in reading and writing</p> <p>Phonics average pass score for last 3 years is at National Average</p>

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
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<p>Increase the number of pupils achieving GDS in writing across the school</p>	<p>EEF – Oral language intervention (OLI)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF – Improving Literacy skills in KS1 and KS2</p> <p>EEF – Peer tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>EEF – Mastery learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>OLI - Targeted reading aloud and book discussion with young children to improve vocabulary - train staff/parents/peer tutors 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 – ensure children have the opportunity to reflect this in their writing.</p> <p>Teachers to use TAFs in Y2/6 to ensure all GDS expectations evident on more than one occasion in pupils writing by the end of the year.</p> <p>Teachers in Y6 attend GDS assessment training</p> <p>Regular moderating in and cross school</p> <p>Investigate the use of peer-tutoring to increase disadvantaged writing across the school. Staff will need to train tutors to ensure it his high quality.</p> <p>Evaluate existing assessment system - Ensure staff are able to assess that pupils have a high level of success with disciplinary and substantive knowledge in their writing before moving on to new content.</p> <p>Ensure that quality writing opportunities are provided in the foundation curriculum</p> <p>All new curriculum plans to clearly specify vocabulary to be taught. Adults to model and promote use of high quality vocabulary in writing.</p> <p><u>National College CPD</u></p>	<p>Increase in GDS % in each year group in writing</p> <p>GDS to be at least at NA</p> <p>All pupils to be using increasingly sophisticated vocabulary in their writing</p>
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Priority 3	English	Leader(s)	
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
			National College – CPD Understanding How to Teach for Mastery of English Primary Balancing Transcription and Composition to Raise Writing Standards Primary		

Priority 3	English	Leader(s)			
Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
Provide timely intervention for pupils who require it		<p>Quickly identify pupils in EYFS and Y1 who require speech and language intervention. Provide quality intervention– investigate external SALT.</p> <p>Quickly identify pupils in EYFS and Y1 who require phonics intervention and offer intervention with trained member of staff.</p> <p>Continue to provide intervention for pupils who did not pass phonics at Y2</p> <p>Ensure ISPs are precise and realistic.</p> <p>Employ an additional member of staff to support Year 6</p> <p>Use reading TA (HC) to target specific pupils</p>	Pupils make measurable progress – phonics scores, NTS, AR, SWST		
Ensure consistency of teaching of reading and writing across the school	<p>EEF- reading comprehension strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>English lead to offer CPD on specific Reading comprehension strategies that focus on the learners' understanding of written text.</p> <p>Shared reading of quality texts across school to teach these skills at least once a week, with regular opportunities for these to be practised in pairs and small groups.</p> <p>Evaluate existing assessment system - Ensure staff are able to assess that pupils have a high level of success with disciplinary and substantive knowledge in their reading/ writing before moving on to new content.</p>	Pupils make measurable progress – phonics scores, NTS, AR, SWST, time to read texts fluently.		
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 in Soundwrite</p> <p>Monitor phonics provision</p>	<p>Pupils make progress in phonics</p> <p>Y1 Phonics % and average score above National Average</p> <p>Most pupils pass Y2 phonics</p>		
Improve the offer of English homework	<p>EEF Homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>Identify key areas of weakness in each year group and focus homework accordingly</p> <p>Offer training opportunities for parents to support their children with homework more effectively</p> <p>Offer a homework club for UKS2 with the particular focus of ensuring disadvantaged pupils access it</p>			

Activity	EEF Course explicit teaching of vocabulary	Time out of classroom for staff	Monitoring	CPD
Cost	£x	£150 per day	£150 per day	£x

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 <u>impact</u> ?	<u>Cost</u> (if applicable)	<u>Who</u> will monitor its impact and to <u>whom</u> will this be reported to?
Priority 1	<p>Subject leaders need to be upskilled so that they know exactly what is expected of them</p> <p>Subject leaders need to be upskilled and have time to design a progressive curriculum that builds on previous learning.</p> <p>Subject leaders need to be upskilled to enable them to offer CPD to other staff and monitor the impact.</p> <p>Subject leaders need to have CPD on monitoring and monitor accordingly.</p> <p>All staff need to be confident in teaching each curriculum area and be upskilled in the disciplinary and substantive knowledge being taught</p>	<p>Emma Turner,</p> <p>SLT</p> <p>Emma Turner, SLT</p> <p>Emma Turner, SLT</p> <p>Subject Leaders National College</p>	<p>Subject leaders will be able to talk confidently about their subject and will have led CPD.</p> <p>Pupils will be able to talk more confidently about each curriculum area</p>	£2000	Subject Leaders to SLT
Priority 2	<p>RE lead needs to know what can / cannot be removed from the curriculum to ensure it still meets Leics agreed syllabus and slim accordingly</p> <p>Staff need to be clear on RE curriculum, including vocabulary</p> <p>Staff need to be aware of ways to ensure diversity and inclusion are sensitively incorporated into the curriculum</p>	<p>RE CPD course Liaise with other Trust RE leaders</p> <p>RE leader</p> <p>National College - Diversity and Inclusion Lead Primary CPD –</p>	<p>RE curriculum will be slimmed and more accessible – coverage will be more effective. Measured through pupil voice, staff voice and monitoring of books</p> <p>Pupils will be able to talk confidently and sensitively</p>	£200	RE Leader and SLT

<p>Priority 3</p>	<p>English Lead needs to be up to date on evidence-based research to drive English forward.</p>	<p>English Leader + another teacher to attend reading CPD course and disseminate to staff</p> <p>Trust meetings with other English leaders</p> <p><u>National College CPD</u></p> <p>National College – CPD Understanding How to Teach for Mastery of English </p> <p>Primary Balancing Transcription and Composition to Raise Writing Standards Primary</p>	<p>High quality Shared reading will consistently take place on a weekly basis</p> <p>Data will show progress in reading and writing</p>	<p>£200</p>	<p>English Lead and SLT</p>
<p>Other headline CPD</p>					

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 ?

