



3 Year Strategic Intent 2014-2017

Key Priorities:

Achievement and Standards

Learning and Teaching

Enhancing and Enriching the Curriculum

Partnerships with Parents and the Community

Achievement and Standards – Key priorities

- ❑ To ensure that the quality of teaching improves from 80% good to 50% outstanding
- ❑ To ensure that the provision for all groups is improved to become outstanding
- ❑ To improve the behaviour and safety of pupils from good to outstanding
- ❑ To ensure that progress in Reading, Writing and Maths improves across KS2
- ❑ To ensure that moderation judgements of KS1 work are accurate

	<u>Objective</u>	<u>How?/Monitoring?</u>
Standards of Leadership and Management <small>Results Required:</small>	<ul style="list-style-type: none"> • Strategic direction to be decided and remodelled by all stakeholders • Leadership and management will be judged as outstanding by Govs with use of external SIP if needed to qualify judgement by Autumn 2015 • All groups of pupils to maintain good or better progress. (continuous)- • Provision for HAPs to be explored across the Symphony Primary Partnership 	<p>Autumn 2014 (Questionnaires, forums and feasibility studies) SLT Performance Management, Symphony Triad Feedback, Strategic Development and Data</p> <p>This needs to include SEND provision and pupil premium pupils (Data evidenced) Opportunities for e-learning groups across the SPP for the HAPs (Summer 2015)</p>

	<ul style="list-style-type: none"> • Governors to hold school improvement to account through termly targets generated by the Strategic Intent • Subject Co-ordinators to be reassigned and given management and development responsibilities for their areas (including budgetary control) • The Strategic Intent will continue to be constructed by the SMT and evaluated by the SIC on a termly basis — This will feed into individual action plans for staff and be monitored by SLT and Govs. • Policy cycle audit and review to be started and maintained • A greater emphasis on co-ordinator evidence to be submitted to SLT • Non Core Trackers to be in use and co-ordinators to be able to analyse subject data and produce reports by Spring '15 	<p>Monitoring by SIC termly (Continuous)</p> <p>Started Autumn 14, completed by April 15. Subject development plans to be completed annually by Sep 15</p> <p>Monitored by OFSTED and govts through SIC- All staff to have some ownership of Intent and to know the main headlines for improvement by Spring '15</p> <p>Monitored by SIC and SLT and LW to be started by Spring '15 Position statements for subjects to be done Autumn 2014 Trackers using the new Symphony Assessment System to be completed by Summer 15- Subject Govs to have this info freely available</p>
<p>Standards of Learning and Teaching Results Required:</p>	<ul style="list-style-type: none"> • All teaching is good and 30% Outstanding by Autumn '15 and 50% by Autumn '16 	<p>Measured by obs, Symphony Triad Feedback, Performance, Management, Learning Walks</p>
<p>Standards in Core Subjects Results Required:</p>	<ul style="list-style-type: none"> • KS1&2 Data will show a rise in all areas- This will be checked via APS and graph packs. Data analysis will be shared across Symphony Primary Partnership 2014-On going, providing challenge • Combined APS in KS1 should remain at least 0.6 above the LA average 	<p>KS1 data will remain related to the NC tests until 2016 and KS2 until 2015. APS will be monitored by SIC and will be used to set pupil progress targets during performance Man from Autumn 2015</p>

	<ul style="list-style-type: none"> • % of L5 should rise especially in Mathematics to be on average 7%-10% above NA. L6 to also increase • Other KS2 SATs standards should be accelerated according to cohort standards Summer 2015 • AT1 Science to be carried out 1 per term in KS1 and KS2 Spring 2015 	<p>Setting for numeracy (August'14) Specialist nurture groups from Autumn '14 for targeted pupils</p> <p>Before school progress groups (Autumn '14 onwards)- APS scores to increase and more crucial VA scores</p> <p>Materials and scheme to be purchased Spring '15</p>
Standards in Core Subjects – progress	<ul style="list-style-type: none"> • Maintained standards in pupil achievement of Grammar punc and spelling, and improve KS2 SATs results taking the school to at least 2nd quartile on data dashboard • Introduction of new Symphony Assessment System Autumn 2014- on going • More targeted intervention based on progress not attainment to be introduced in Autumn 2014 • Pupil premium support groups to reach across both Key stages. Autumn 2014 	<p>Ensure that Grammar is taught correctly and progressively by throughout KS2- Literacy Co-ordinator to monitor</p> <p>Initial assessments to be recorded by Dec '14</p> <p>Look at intervention TT and check that it deals directly with focused groups. Ensure that PP groups are running effectively and progress is monitored</p>
Standards in Foundation Subjects	<ul style="list-style-type: none"> • Implementation of new National Curriculum from Autumn 2014 • Individual subject leaders to set strategic budgets from April 2015 • Gobs to be assigned curric areas to monitor • New tracking and analysis to be assigned to subject co-coordinators Summer and Autumn 2015 • Position statements to be completed by staff Aut 2014- and updated annually 	<p>Ensure that subject coverage is accurate. New curriculum coordintors to monitor the cycles of own subjects (Summer '15)</p> <p>Subject leaders to bid for money linked to school development plan</p>

Standards in the Foundation Stage Results Required:	<ul style="list-style-type: none"> • All teaching judged as good or better • FS provision is judged to be good Autumn 2014 by graph packs and Liaise Data, T&L • Leadership of FS is judged to be as good by OFSTED Criteria. • Parents are familiar with progress indicators by Autumn 2015 and to receive termly trackers by Autumn '15 	Lesson obs and performance management, work sampling and pupil interviews. Gov visits Graph packs and Liaise data to be used. External SIP to help benchmark school through health check. External SIP and Symphony School improvement partners
Progress of different ability groups <ul style="list-style-type: none"> • More Able • Gender • SEN • Ethnic Minority • Pupil Premium Results Required:	<ul style="list-style-type: none"> • SEN pupils to make at least good progress from their starting points • SEN pupils to have pupil passports in place of of IEPs Summer '15 • Better screening of Dyslexia and Dyscalculia to be implemented Autumn • Pupil Premium Chd to make 'good progress and to narrow gaps 	Monitoring and dialogue with SENCo. New assessment materials to be purchased (Spring '15) Pupil passports to start to replace IEPs from Spring '15 Testing purchased Monitoring, Nurture groups and good quality differentiation
Standards of Behaviour Results Required:	<ul style="list-style-type: none"> • Standards of behaviour to be deemed outstanding. By Spring '16 at the latest, 	Behaviour policy to be reviewed Autumn '15. More open dialogue with parents. Zero Tolerance on unacceptable behaviour Monitored by pupil and parent questionnaires and behaviour logs, lunchtime incidents and informal Symphony Heads monitoring.
Attendance Results Required:	<ul style="list-style-type: none"> • Attendance will be deemed as Outstanding Spring- Summer 2015 and above 96% - and to aim for 96.5% in 2015 • 98% of Children will arrive promptly for learning 	Attendance Records Absence followed up Rewards for good attendance Summer Term
Subject Coordinators Results Required:	<ul style="list-style-type: none"> • Relevant CPD and subject support to be provided through the Symphony Group. 	Coordinators to attend to support groups through symphony. And to attend relevant training courses and be given time to feedback during staff meeting times

Learning and Teaching – Key Priorities

- ❑ To ensure that the more able are challenged ambitiously
- ❑ To continue to improve the number of lessons judged to be outstanding
- ❑ To ensure that the behaviour of a minority of pupils doesn't detract from the learning experiences of all

Excellence with Enjoyment Results Required:	The Governing body to review vision and aims Autumn '15 <ul style="list-style-type: none"> • Full review of homework (With parental consultation) consulted annually- Spring 2015 • Policy review cycle constructed by SLT and Govs and shared with all stakeholders Autumn 2015 	Parents forum evening
Assessment for learning Results Required:	<ul style="list-style-type: none"> • Assessment for learning strategies are used effectively in classrooms as judged by lesson observations, pupil interviews, planning scrutiny, work sample analysis. • Moderation should be carried out in departments, whole school and with the Symphony group this to be monitored by SMT and subject leaders- evidence to be collected (starting Autumn 2014- On going) • Non-Core trackers to be implemented and used by Spring 2015 	Monitoring, checking feedback in books and through lesson observations This should be evidenced on the including pupil interview videos. Autumn '15 Through symphony support groups Staff training on use of trackers
Monitoring and Evaluating Results Required:	<ul style="list-style-type: none"> • Monitoring schedule presented to staff and Govs in Summer '15 • All teaching is good or better in all subject areas. 	Lesson observations, monitoring pupil

	There will be no inadequate teaching. Monitored through two observations per year min using OFSTED criteria and set AfL observation form	progress, subject coordinators work trawls
Inclusion Results Required:	<ul style="list-style-type: none"> • Provision for all groups including MA to be looked at and intervention groups monitored by SENCO and dept leaders • An annual Inclusive School Development Plan in consultation with the SENCO will be updated each September and presented to staff with key findings of monitoring. • The SENCO will develop the use of Pupil Passports to raise standards of attainment and achievement- Spring '15 • Focus groups will be tracked effectively – LA, MA Gender, EAL, SEN, Pupil Premium On-going 	<p>Better differentiation, Teachers to set challenging targets Autumn 16</p> <p>Through demonstrations in staff meetings</p> <p>Headteacher to adopt devise progress trackers in EXCEL</p>
Transition and Induction Results Required:	<ul style="list-style-type: none"> • Closer links to be made with Ivanhoe to enable smoother transition to Y7- Meetings will include data transfer, SEN pupil visits and communication via Core subject co-ordinators during subject meetings • Induction procedures to remain constant for FS pupils. 	Clear transition projects in Y6- Early transition for SEN pupils with accompanied visits
Embedding ICT across the curriculum Results Required:	<ul style="list-style-type: none"> • ICT skills to be embedded further into new curriculum (Spring 2015) • Children and Teachers to make better use of new ICT equipment in school including Ipads, Wireless Summer '15- Spring '16 • E-readers to be implemented to enhance guided reading in Autumn '16 • New equipment to be continually invested in to ensure provision stays fresh and up to date 	<p>Timetabled slots to finish in ICT suite and wireless laptops to be distributed around school in class sets Spring '15 onwards</p> <p>New software to ensure programming element of computing purchased Summer '15</p> <p>Kindles to be be trialled Summer '15</p>

<p>Every Child Matters (REMAINS THE SAME) Being healthy</p> <p>Enjoying good physical and mental health and living a healthy lifestyle</p> <p>Results Required:</p>	<p>Being healthy:</p> <ul style="list-style-type: none"> • All children will undertake 2 hours of PE per week and regular activity outside school hours as indicated by curriculum coverage and club registers (PESCL Survey. Sports Coordinator Programme – CPD and PE Development Monitoring report) by Summer 2015 • All children will have access to a wide menu of after school activities. • Maintain Healthy Schools Status • All children will eat healthily and drink water at regular intervals- (monitor lunchtime eating by lunchtime staff (on going) • Regular input from School Nurse and Science Curriculum Reviews will ensure healthy lifestyle and healthy eating choices are made by our pupils as indicated by pupil interviews, audits and surveys • Outdoor areas and garden areas to be fully integrated into the science curriculum by (Autumn '15) 	<p>Ensure a mixture of specialist provision and quality PE taught throughout the school. PE apprentice invested in from Autumn '15</p> <p>New accreditation from 2016</p> <p>A review of packed lunches and Hot meal provision Summer '15</p> <p>To be revamped and re zoned with proposed development of school</p>
<p>Staying Safe</p> <p>Being protected from harm and neglect</p> <p>Results Required:</p>	<p>Staying Safe:</p> <ul style="list-style-type: none"> • All children will be safe from bullying and discrimination as indicated by pupil attitude survey and bullying records. The children will feel confident about reporting any incidents of bullying or racism. (on-going) • Risks assessments and child protection procedures are robust – monitored annually by Govs Sub Committee CRB. Headteacher and nominated Personnel Govs complete Safeguarding on line training • All Year 5 pupils will undertake Cyclewise tests 	<p>Increased awareness from class teachers and through assemblies about bullying Anti-Bullying Week and Cyber-bullying assemblies</p> <p>Extra safeguarding training for all staff from Autumn '14</p>

	<p>with a LA Road Safety Officer On going</p> <ul style="list-style-type: none"> • First Aid training programme cycle to be rolled out from Autumn 2014. This is to include lunchtime supervisors (On going) 	
<p>Enjoy and achieve</p> <p>Getting the most out of life and developing the skills for adulthood</p> <p>Results Required:</p>	<p>Enjoy and achieve</p> <ul style="list-style-type: none"> • 90% of children will achieve their individual targets – as indicated through cohort and individual tracking and work scrutiny. (On-going) • All children to access new curriculum to be implemented (Autumn 2014) • Children enjoy school as indicated by the Pupil Attitude Survey, Learning Conferences, Pupil interviews and curriculum planning. We will exceed our annually revised attendance target. Summer 2015 • Parents and carers receive support in helping their children to enjoy and achieve – newsletters, open evenings, web based support, curriculum evenings, parents council, parenting programmes, family learning sessions. (on-going Autumn 2015) 	<p>Increased and more accurate tracking data shared with all stakeholders</p> <p>Pupil attitude surveys</p>
<p>Make a positive contribution</p> <p>Being involved with the community and society and not engaging in anti-social or offending</p>	<p>Make a positive contribution</p> <ul style="list-style-type: none"> • Pupils will decide and monitor our school’s Code of Conduct and Behaviour Policies (Autumn 2015) • Pupils and Governors will monitor progress annually towards achieving our shared vision and aims • Children will initiate and manage a range of activities in school – recorded through display and minutes of meeting- school council, superleaders, buddies and road safety groups etc • Every child in the school will have a 	<p>Purple Parliament</p> <p>Gov visits and pupil interviews to be conducted as part of monitoring procedures.</p> <p>Buddying systems and superleaders</p> <p>Purple Parliament to lead and run an</p>

<p>behaviour</p> <p>Results Required:</p>	<p>representative on the Purple Parliament. They will express their views with confidence that their opinions will be heard and make a difference. (On-going)</p> <ul style="list-style-type: none"> • The Purple Parliament will be responsible for holding a budget April '15 • SEAL materials will address Social and Emotional Aspects of Learning at the beginning of each term • Fully develop our pupils understanding of cultural difference and diversity (Social Cohesion Partnership/Network) through our partnership schools and obtaining International Award (on-going) 	<p>assembly per half term from Autumn '15</p> <p>Money allocated from budget to help the parliament initiate their own plans and to help have knowledge of economic well-being</p> <p>Work towards obtaining international schools award and make links with differing and similar schools Spring 2015</p>
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Enhancing and Enriching the Curriculum – Key Priorities

- ❑ To ensure that new assessment systems are used and are in line with NC requirements
- ❑ To ensure that the new NC is taught in the most suitable way for the learners at Willesley Primary School
- ❑ To bolster provision for all pupils by ensuring that adults are carefully targeted to support their needs

Foundation Stage

Results Required:

- To continue to improve the FS learning environment and for this to remain an asset to the school- where possible for this to be maintained as two classes with 4 adults. Summer '15
- To ensure that tracking of new profile is accurate and that children are correctly identified in DM bands
- 90% of pupils to make good or better progress (on going)
- To ensure that themes are boy friendly to aid with CLL development
- To make sure that CLL scores remain in the ascendance (on going)
- To ensure that FS data is shared with SLT and governors

Restructure of department Summer '15 making one large learning environment and encouraging free flow

Quality assure assessment within the symphony group.

Accurate tracking and monitoring, increased ambitious target setting. More level 5 and 6 in Y6
Male role models and good quality boy centred role play

Data to be shared openly

Curriculum Maps and SOW

Results Required:

- Pupils in all year groups to continue to head towards 90% at age related expectations
- Subject leaders to responsible for new curriculum development- curriculum to be in use for Autumn 2014
- All children will experience a creative curriculum (driven by personalised learning) A thematic approach to planning, utilising examples of best practice which actively engages children. (Autumn 2014)

This target to be monitored through tracking and performance management
Subject leaders to be assigned and supported through Symphony and FWTS

Monitored through work sampling, pupil interviews and attendance

<p>Remodelling the Workforce Results Required:</p>	<ul style="list-style-type: none"> • Continue expansion of staff with increased NOR- TAs • New classrooms to be created inside school due to NOR increase (Summer 2015) along with appointment of new teacher and TA • CPD to still be at the forefront of staff development to targeted through performance management and appraisals for support staff 	<p>Budgetary planning to be careful. Greater proportion to allocated to staffing Bid to LA for increased space</p> <p>Listen to staff needs Autumn 15</p>
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Partnership with Parents and Community Cohesion– Key Priorities

- ❑ To implement a global dimension to the education of pupils within the school
- ❑ To work in partnership, signpost, guide and support parents by working in a multi-agency approach with support services
- ❑ To continue to bolster links with the Symphony Primary Partnership and work alongside FWTSA
- ❑ To promote working in closer partnership with parents

<p>Extended Services Results Required:</p>	<ul style="list-style-type: none"> • Ashby Willesley School is able to indicate, signpost or provide the core offer for any family or member of the local community that might require it. The Core Offer is accessible through the Family of Schools, Communities and Leicestershire LA and possibly Symphony primary partnership (On-going) • Parenting support: family learning sessions, parenting programmes, School Nurse drop in sessions, Information or Open evenings, Parents' Council, Curriculum evenings- Ongoing • Swift and easy access (formerly 'referral) to targeted and specialist services (multi-agency): working closely with other statutory services and the voluntary and community sector, we will focus on the early identification of, and support for, children 	<p>Improve links with vulnerable families, open door policy. Use Website to sign post</p> <p>Excellent multi-agency links with between SENCo and others</p>
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	<p>who have additional needs or who are at risk of poor outcomes. This includes those with behavioural, emotional and health needs or any other difficulties.</p>	
<p>Partnerships Results Required:</p>	<ul style="list-style-type: none"> • Continue to explore international links through British council and through own twinning projects • Symphony partnership to become integral to future of the schools development including succession planning (2014-onwards) • Parent partnerships to be explored further (Summer '15) • Other information evenings to be maintained registers to be kept to show superb attendances to these meetings (Autumn 2014- onwards) 	<p>Investigate project work (Summer '15) Training for SLT increasing non-contact management time for SLT</p>
<p>Develop our pupils' understanding of life in a multicultural society</p>	<ul style="list-style-type: none"> • Raise awareness of Cultural difference and diversity through an international visit possibly autumn 2015 • In line with curriculum maps – create a provision map for visits and visitors. Incorporate celebrations from other faiths and traditions into our assembly themes Spring '16 • Identify curriculum opportunities for multicultural links in our project planning Autumn '15 • Annual event/theme – International and Global focus- (2016 onwards) 	<p>Linking and project working with a school internationally</p>

