

## Looking Ahead.

### **Information for parents**

The quality of your child's education is of the utmost importance to all teachers and support staff at Leavening Primary School. Through creative approaches to teaching and a willingness to engage with new initiatives we will see future years at Leavening bursting with success.

We already understand that the key to the success of any primary school is the involvement of parents and their continued contribution to enriching the learning experiences of all the children. At Leavening we are fortunate enough to have proactive and supportive parents that support children effectively. To continue to provide the best quality education, the on-going development of these close working relationships is of paramount importance if we are to 'make a difference' to the lives of all the children and families that Leavening Primary School serves.

This document therefore sets out to:

- Communicate our mission statement and core aims clearly to parents.
- Summarise our key priorities and strategic objectives for the next year including how we aim to develop the curriculum further to engage and challenge all children.
- Develop stronger parent partnerships by engaging and informing parents and the wider community of our key strategic objectives.

I look forward to working with you throughout this year and beyond to make Leavening School the best it can be.

Sian Mitchell

Jan 13.

## **Mission Statement**

**Our children say: small School, BIG Learning**

## **Strategic Statement**

**To maximise each child's personal and academic potential in a supportive, stimulating and positive learning environment where there is an ethos of mutual respect, high self-esteem is promoted and all achievements are celebrated. Leavening is an inclusive school committed to safeguarding children.**

## **Our Philosophy and Aims**

To be a learning centred school where everyone in the school community is valued and empowered.

To create a positive learning climate that underpins a happy, relaxed atmosphere this is consistent and fair and promotes excellent standards of behaviour and work.

To have a communal sense of purpose arises where courteous and considerate behaviour and mutual respect is an expectation.

To expect children to take on the responsibility of their own learning; to self-evaluate and be clear about the next steps in their learning and be able to discuss this in their learning groups and with their teachers.

To encourage commitment and hard work from everyone in the school in all the tasks they undertake.

To encourage the growth of each child's individual potential, where all children are challenged, so that they are well prepared for the community into which they are growing, locally, nationally and globally.

## **Strategic School Improvement**

Our strategic vision and direction for Leavening comes from rigorous self-evaluation and consultation using contributions from the following sources of self-review: Local Education Monitoring/Advisory visits; Senior Leadership Team meetings; discussions with the School Council; Performance Management; Subject Leader Reviews and Evaluations; Governor/Staff Liaison; Parent /Pupil discussions and surveys as well as contributions from the FoLS and Parents' Forums.

Four key priorities for development during 2012/2013 have been identified based on the needs of the children at Leavening. The emphasis of school improvement work will be in these areas during the rest of this academic year.

A number of additional areas for development have also been identified for the next three years. These sub foci feature in order to ensure continuity in practice and provision and take account of ongoing work from previous development plans; new government initiatives; maintenance programmes and local issues relevant to our school.

### **Priority 1: Outstanding Teaching and Learning:**

- Improve our attainment at the end of Key Stage 1.
- Improve the attainment in writing across school through quality teaching and learning writing opportunities in our thematic curriculum.

Develop higher attainers in Maths

- Introduce reciprocal reading to further develop reading across school
- Introduce targeted interventions for groups of learners.
- Embed the New EYFS framework that became statutory in September 2012 and monitor the impact this has.
- Introduce peer mentoring throughout school.
- To continue to work in partnership with governors and wider stakeholders to realise the aims and aspirations of the school

### **Priority 2: Increased Accountability:**

- Develop our assessment procedure so it is rigorous, accurate and consistent across school
- Refine our procedures for monitoring attainments and progress.
- Increase the capacity of leadership in school through a collaborative leadership approach with Maths and Literacy subject leaders.
- Provide opportunities for staff development and sharing of best practice.

### **Priority 3: Data Led Improvement:**

- Ensure that at least 80% of children achieve L4+ in English and Maths.
- Ensure children make above national median in 2 levels progress in English and Maths.
- Support accelerated progress for those more able children through intervention packages.

### **Priority 4: Partnership working to develop the profile of the school:**

- Re do school website
- Make links with early years providers and wider community
- Produce a school card and leaflet.
- Improve school brochure
- Improve nursery provision
- Raise the profile of parents' forum; supporting succession planning and consultation through governing body.

## **What will this look like?**

### **Priority 1: Outstanding Teaching and Learning:**

- *Improve our attainment at the end of Key Stage 1.*

We want to ensure that teaching and learning in Year 1 and 2 enables all children to fulfil their potential. With such small cohorts, we want personalised learning for each child.

- *Improve the attainment in writing across school through quality teaching and learning writing opportunities in our thematic curriculum.*

We will look at how we teach writing and ensure that our fantastic curriculum supports progress in writing. We will introduce the 'BIG WRITE' which is a termly writing assessment that allows children to show case all of the writing skills they have learnt that term. We have also introduced an assertive mentoring scheme where each child is mentored in the progress of their writing.

- Develop higher attainers in Maths*

Mrs Miller will take a lead role in working with all staff to ensure that Maths opportunities allow our children to apply the skills they have taught. We will encourage more problem solving and practical methods of teaching and learning

in Maths. We will introduce '@maths through Stories' which enable children to transfer their Maths skills and gain an understanding of the purpose of Maths.

***- Introduce reciprocal reading to further develop reading across school***

The school is fantastic at teaching reading and our children achieve very well in reading. However we would like to develop this further and place more of a teaching focus on the *meaning* of the texts children read. We will hold parent sessions to inform you of this process.

***- Introduce targeted interventions for groups of learners.***

There will be a focus on those children who are under achieving in order to close the gap between them and all children. Interventions programmes will be put in place which will show positive impact on children's self-esteem and progress. We will also target our higher achieving pupils to ensure that they are adequately challenged.

***- Embed the New EYFS framework that became statutory in September 2012 and monitor the impact this has.***

The new teaching framework for the nursery and reception children was introduced in September of this year. Mrs Dawson, Mrs Walker and Miss Evans have worked really hard to ensure all our procedures and protocols meet these requirements.

***-Introduce peer mentoring throughout school.***

In order to continually improve their teaching practise and styles, I will introduce a peer mentoring programme where teachers and support staff share their skills with one another to improve each other's practise. This will be extended into our cluster schools so that best practise is shared.

***- To continue to work in partnership with governors and wider stakeholders to realise the aims and aspirations of the school.***

It is our aim to work in partnership with all stakeholders to further our aims at school. This is our continued focus on making sure your children get the best possible education we can offer them. This will mean holding regular discussions with groups that represent the voice of the school such as Governors, FoLs, Parent's Forum and parent's more widely to ensure that the priorities we have and the focus of our energies is meeting the needs of all the children. We will be encouraging you to engage in feedback to support us to improve; your comments are important so please do offer your support wherever you can.

**Priority 2: Increased Accountability:**

- *Develop our assessment procedure so it is rigorous, accurate and consistent across school*
- *Refine our procedures for monitoring attainment and progress.*

We will be using an assertive mentoring programme with each child so that they have clear messages as to how they can improve their own learning. We will encourage children to be responsible for their learning, knowing their strengths and their next steps.

- *Increase the capacity of leadership in school through a collaborative leadership approach with Maths and Literacy subject leaders.*

We will work TOGETHER as a team to improve provision in Maths and Literacy.

- *Provide opportunities for staff development and sharing of best practice.*

We want the best possible teachers to provide outstanding lessons for all the children at Leavening. In the coming months we will be utilising those skills to support other staff members to improve in areas they find more challenging as well as visiting other schools that we know do things really well. We hope that by building stronger partnerships with other schools we can share our great practice too and host visits from other teachers who might learn something from our school. This collegiate approach to working will enable best practice to be shared and new ideas to be trialled; this should have a really positive impact on the quality of learning experienced by your child.

**Priority 3: Data Led Improvement:**

- *Ensure that at least 80% of children achieve L4+ in English and Maths.*

The government has set the benchmark standard of 60% of Year 6 children achieving a Level 4+ in English and Maths. We feel that, when considering the nature of the children and families that we serve, we should be significantly above this and so have set our target at 80% of our Year 6 children achieving a L4+ in English and Maths

- *Ensure children make above national median in 2 levels progress in English and Maths.*

**Priority 4: Partnership working to develop the profile of the school:**

- *Re do school website*

- *Make links with early years providers and wider community*
- *Produce a school card and leaflet.*
- *Improve school brochure*
- *Improve nursery provision*
- *Raise the profile of parents' forum; supporting succession planning and consultation through governing body*

Leavening primary School is a fantastic school and with an excellent nursery school. Over the past few years the number of children admitted into the EYFS has declined and so it is my aim to ensure that prospective parents know about the schools successes and it's nursery provision. I will aim to work with parents and the local and wider community to ensure that the school receives the recognition it deserves.

## **End of Year Attainment**

Whilst we assess children's progress throughout their time in school we summarise children's attainment formally at the end of each year through both school-based and national assessments. This informs the planning for the teacher receiving the class and ensures continuity and progression for the children as they move through school.

The data that we collect in Years Two and Six provides essential information for the Local Authority and Government to monitor the overall effectiveness of the teaching and school as a whole.

The charts below outline the children's attainment following the assessments carried out by teachers completed in May 2011.

Foundation Stage is the first part of children's education and describes their education from birth to the end of the reception year.

Key Stage 1 is the second stage of children's education and describes their time in Year 1 and Year 2.

Key Stage 2 is the third and final stage of children's primary education and describes their time from Year 3 to Year 6.

L2 or Level 2 is the national expectation for children aged 7 years.

L3 or Level 3 is above the national expectation for children aged 7 years.  
L4 or Level 4 is the national expectation for children aged 11 years.  
L5 or Level 5 is above the national expectation for children aged 11 years.

## National Curriculum Tests

### Key Stage 2 test results and teacher assessments

The percentage of children reaching level 4 **and above** in Key Stage 2 in 2012:

	Level 4 +
Reading	92%
Writing	77%
Maths	92%
Science	92%

So...you will see that although we are already a good school with many outstanding features, my motto of ' If you stand still, you will go backwards' is the motivation to ensure that our school goes from strength to strength.