



Leavening Community Primary School

School Improvement Action Plan 2021-22

Together We Can

Key Performance Indicators (identified from the School Partnership Improvement Plan)
(NB: Some actions have been rolled over from 2020-21 to account for national lockdown and school closures – Jan-March 2021)

| SUMMARY OF KEY PRIORITIES FOR 2021-22 |
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| Key Issue – Quality of Education - currently graded as Requires Improvement |
| KPI 1 – Continue with curriculum design and implementation to ensure quality of education is good. |
| Key Issue – Quality of Education - currently graded as Requires Improvement |
| KPI 3 – Continue to improve the quality of education so that all teaching is judged as good or better |
| Key Issue – Quality of Education - currently graded as Requires Improvement |
| KPI 5 – Literacy skills, particularly reading, will be further developed throughout the school to empower pupils to unlock further progress in all curriculum areas |
| Key Issue – Leadership and Management - currently graded as Requires Improvement |
| KPI 2 – Leadership at all levels will be judged as good |
| Key Issue – Early Years – EYFS provision currently graded as Requires Improvement |
| KPI 4 – Early years provision will be judged as good |
| Key Issue- Personal Development- Personal Development currently graded as Requires Improvement |
| KPI 6- Personal development will be judged as good or better |

| Key Issue – <u>Quality of Education</u> - currently graded as Requires Improvement | | | | | |
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| KPI 1 - Develop a clear strategic plan for curriculum development, intent and implementation | | | | | |
| Actions | Milestones/Success Criteria | Completion date and person leading | Monitoring (incl governors) | Impact (with dates) | Evidence |
| 1.1 Leaders will ensure that the content of all subject plans is well chosen, carefully sequenced and that the end points are clearly identified. | <p>Whole school 4-year curriculum map (based on the national curriculum) ensuring coverage and progression with opportunities to develop skills and build on knowledge over time</p> <p>Each subject area to have a clear overview of expectations for the end of each year</p> | <p>April 2022</p> <p>Headteacher</p> | <p>HT, Subject Leaders</p> <p>Monitoring of planning</p> <p>Curriculum development lead governors /DG) through monitoring visits/ meetings</p> | | <p>4-year Curriculum Overview</p> <p>MTP Curriculum Plans</p> <p>Notes of Mtg with Curr Gov</p> <p>Curriculum Development Progression document</p> <p>Year-by-year</p> |

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| | Medium term planning ensures the curriculum is sequenced with purpose and builds upon pupil's prior learning and knowledge | | Rapid Improvement Group meetings | | <p>expectation/ progression documents for each subject</p> <p>Remote Education Planning files NYCC SEA ROV 8.2.21 - Remote Education Monitoring Visit</p> <p>Staff training day plan (June 2021)</p> <p>Curriculum intent statements and curriculum map that identifies the key skills pertinent to our pupils as a 'golden thread'</p> |
| 1.2 All Curriculum leaders will have a clear understanding of their roles and responsibilities and be able to demonstrate their impact on teaching, learning and outcomes across the school. | <p>CPD opportunities for Curriculum Leaders</p> <p>Reading Leader training from English Hub.</p> <p>Participation in Maths Mastery for Maths Leader</p> <p>Improved progress and outcomes evident across the curriculum</p> | <p>December 2021</p> <p>Headteacher English Leader (SM) Maths Leader (JP) New foundation subject leaders (SB, SBe)</p> | <p>HT, Subject Leaders Staff meetings/ CPD</p> <p>Curriculum lead governor DG through monitoring visits/ meetings</p> | | <p>English Hub reports</p> <p>Deep dive monitoring reports</p> <p>Otrack data</p> |
| 1.3 Devise and implement a monitoring schedule to include triangulated monitoring at least twice per year in each subject. | Monitoring schedule devised and implemented, to include all subjects | <p>September 2021</p> <p>Headteacher</p> | <p>HT, Subject Leaders Curriculum lead governors through monitoring visits/ meetings</p> | | Monitoring Schedule |

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| 1.4 CPD is carefully planned so that all staff have the required confidence and skills to teach a curriculum that focuses on the progression of skills and knowledge, builds upon cultural capital, understanding of British values and is learning rather than task based so that pupils learn more and remember more. | Programme of CPD for Core subjects and Foundation subjects (sourced through NYCC, English Hub, Maths Mastery group, feeder secondary schools etc.) | Ongoing- July 2022 Headteacher | HT, Subject Leaders Curriculum lead governors through monitoring visits/ meetings | April 2021 – Maths Leader is | English Hub LS reports Staff CPD files |
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Key Issue – Quality of Education - currently graded as Requires Improvement

KPI 3 – Continue to improve the quality of education so that all teaching is judged as good or better

| Actions | Milestones/Success Criteria | Completion date and person leading | Monitoring (incl governors) | Impact (with dates) | Evidence |
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| 3.1 Leaders to ensure that teachers are skilful in using assessment to help pupils learn successfully. | Develop use of O Track to support formative assessment Frequent internal moderation and inter-school moderation Teachers to receive New to Y2 training on end of Key Stage assessments Assessment process in EYFS reflects the new framework | December 2021 Headteacher English Leader (SM) Maths Leader (JP) | HT, Class teachers Staff meetings Moderation meetings Staff CPD | | Staff CPD files Staff meeting timetable and minutes OTrack data Monitoring Schedule |
| 3.2 Assessment to be used effectively to plan appropriately challenging work | Use of pre-assessments before each new topic (Core and foundation subjects) Planning shows evidence of assessments, individual needs etc. | October 2021 English and Maths subject leaders | Half-termly tracking of Core subjects Termly tracking of foundation subject assessments Monitoring of planning and | | OTrack assessments and reports English Hub phonics portal and LS reports Phonics |

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| 3.3 Embed consistent whole school approaches to the teaching of reading, writing and maths | <p>Classroom environments will be developed and used consistently and effectively to promote literacy and maths skills (e.g. Working Walls, phonics displays etc.)</p> <p>Maths Leader (JP) to participate in Maths Mastery group to lead the development and improvement of teaching of Maths</p> <p>English Lead (Reading Leader) to provide frequent coaching for and monitoring of the teaching of guided and whole class reading to improve pupils inference skills and vocabulary.</p> <p>English lead to provide CPD, coaching and monitoring on improving writing across the curriculum (writing for a purpose) and developing effective planning for writing.</p> <p>English lead to provide CPD, coaching and monitoring on developing language rich environment and oracy to improve pupils vocabulary.</p> | <p>June 2021</p> <p>Headteacher English and Maths subject leaders</p> | <p>HT, Subject Leaders</p> <p>Learning Walks and lesson Observations</p> <p>Maths Leader (JP)</p> <p>English Leader (SM)</p> | | <p>English Hub LS reports</p> <p>Observations of teaching and environment by HT</p> <p>Staff meeting timetable and minutes</p> <p>Classroom environments</p> |
| 3.4 Improve staff subject knowledge and class teachers to demonstrate a clear understanding of age-related expectations | <p>Teachers to receive New to Y2 a and training on end of Key Stage assessments</p> <p>All staff to receive training on the new EYFS framework</p> <p>Frequent internal moderation and inter-school moderation</p> | <p>December 2021</p> <p>Headteacher</p> | <p>HT, Subject Leaders</p> <p>Staff meetings/ CPD Moderation meetings</p> | | <p>Staff CPD files</p> <p>Monitoring Schedule Spring/ Summer 2021</p> |

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| 3.5 Ensure planning is effective in ensuring that pupils acquire the skills, knowledge and experiences across the wider curriculum | Introduction of Knowledge Organisers in Foundation subjects Use of pre-assessments before each new topic (Core and foundation subjects) | December 2021 Curriculum subject leaders | HT, Subject Leaders Learning Walks and lesson observations Monitoring of planning and pupils' work | | Medium Term Plans Knowledge Organisers |

Key Issue – Quality of Education - currently graded as Requires Improvement

KPI 5 – Literacy skills, particularly reading, will be further developed throughout the school to empower pupils to unlock further progress in all curriculum areas

| Actions | Milestones/Success Criteria | Completion date and person leading | Monitoring (incl governors) | Impact (with dates) | Evidence |
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| 5.1 Senior leaders will promote a love of reading | Reading displays in classrooms and around school Celebrations of reading achievement (in class and assemblies) Rewards for reading | December 2021 Headteacher and English Leader | HT and English Lead – Learning Walks and lesson observations | | HT newsletters to parents HT guidance video for parents |
| 5.2 The English Curriculum Lead will be skilled in the role and demonstrate clear impact | English Lead to liaise regularly and engage with the support provided by the English Hub English Lead to provide frequent coaching for and monitoring of the teaching of phonics and reading English Lead will support teachers and TAs to develop their practise, skills and knowledge | April 2022 English Leader | English Lead to lead HT monitoring – Learning Walks and lesson observations Coaching records | | English Hub LS reports Informal observations of environment by HT |
| 5.3 Consistent approaches to the teaching of reading will be embedded through school | Classroom environments will be developed and used consistently and effectively to promote literacy skills (e.g. English Working Walls, phonics displays etc.) 100% of pupils will be working at expected standard in reading at the end | June 2021 Headteacher | English / Reading monitoring will be led by HT and English Lead (SM) HT monitoring – Learning Walks | | English Hub LS reports |

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| | <p>of KS2</p> <p>33% will be working at greater depth in reading at the end of KS2</p> <p>85% of pupils to pass the phonics screening check in 2021 (aspirational target).</p> <p>Most pupils (80%) will be working at expected standard in reading at the end of KS1</p> <p>40% of pupils will be working at greater depth in reading at the end of KS1</p> | | and lesson observations | | <p>OTrack data</p> <p>Phonics assessments and tracker</p> |
| <p>5.4 The environments for learning and resources throughout the school will reflect and promote a love of reading</p> | <p>Classroom environments will be developed and used effectively (e.g. reading areas, phonics and reading displays etc.)</p> <p>Carefully planned class texts to challenge and introduce pupils to range of genres and authors</p> <p>Word richness to be promoted by the learning environment.</p> <p>Reading opportunities in all areas of continuous provision in the EYFS.</p> <p>Reading dens will be available for pupils to use outside.</p> <p>Pupil voice from June 2021 indicates a requirement for a wider range of genres in KS2.</p> <p>Design a virtual library for pupils to enjoy at home.</p> | <p>April 2021</p> <p>Headteacher and English Leader</p> | <p>HT monitoring – Learning Walks and lesson observations</p> <p>English Leader</p> <p>Curriculum lead governors through monitoring visits/ meetings</p> | | <p>Informal observations of environment by HT</p> |

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| 5.5 Cultural capital and pupil enjoyment will be enhanced through carefully chosen texts and access to theatre/experiences in school. | Carefully planned class texts to challenge and introduce pupils to range of genres, cultures, authors Medium Term and Long Term Plans include planning for developing cultural capital (launch and landing events) | July 2022 Headteacher and English Leader | HT and Subject Leaders Curriculum lead governors through monitoring visits/ meetings | | |
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Key Issue – Leadership and Management - currently graded as Requires Improvement

KPI 2 – Leadership at all levels will be judged as good

| Actions | Milestones/Success Criteria | Completion date and person leading | Monitoring (incl governors) | Impact (with dates) | Evidence |
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| 2.1 Governors to meet regularly to monitor the milestones on the rapid improvement plan and be skilled at offering appropriate challenge and support | Rapid Improvement Group to be / maintained Governing Body Action plan to be maintained and monitored All recommendations from Governance Review to be maintained. The overview of meetings for the year to be focussed. Curriculum and tracking to serve as FGB the first half term. FGB including HT report to occur each 2 nd half term. Autumn FGB- Intent (finding out); the plan. “ What are we going to do?” Spring FGB- Implementation (in practice in school) “What does it look like?” Summer FGB- Impact of the plan Governors to carry out planned monitoring focussing on English, EYFS and Curriculum Development. | April 2021 Chair of Governors | CoG, HT Governance Review process | | Governance Review Record of Visit Governing Body Action Plan RIG minutes |
| 2.2 Clear plans and | Monitoring schedule devised and | July 2021 | HT, Subject | | Monitoring |

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| accountability systems to be devised by senior leaders and all staff through school will be able to demonstrate clear impact of their role. | implemented, to include all subjects | Headteacher | Leaders Governors through monitoring visits/ meetings | | Schedule Spring/ Summer 2021 |
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Key Issue – Early Years – EYFS provision currently graded as Requires Improvement

KPI 4 – Early years provision will be judged as good

| Actions | Milestones/Success Criteria | Completion date and person leading | Monitoring (incl governors) | Impact (with dates) | Evidence |
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| 4.1 Pupils will have access to well thought out outdoor provision which is clean and meets EYFS health and safety requirements (as per DK visit Nov 2019) | Regular weekly planning for outdoor provision to be in place and implemented Regular maintenance of outdoor area Improved signage and outdoor display | October 2021 Headteacher and EYFS Leader | HT and EYFS staff | | |
| <i>4.2 Pupils will have access to well thought out indoor classroom provision</i> | Audit of indoor resources/ areas of continuous provision Regular weekly planning for continuous provision to be in place and implemented Improved classroom displays, to include EYFS provision and learning Regular maintenance of continuous provision areas | <i>October 2021 2021</i> Headteacher and EYFS Leader | HT and EYFS staff | | Informal observations by HT |
| 4.3 The whole-school curriculum will have been planned to include the early years | Planning will be adapted to take account of the new EYFS curriculum and Early Years Outcomes and Development Matters Progression of skills will be planned from entry to school, including nursery | July 2022 Headteacher and EYFS Leader | HT and EYFS staff | | Staff CPD files MTPs |

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| <p>4.4 What the children can actually do will be used to plan for the next steps</p> | <p>Detailed baseline assessments will be undertaken</p> <p>Individual Learning Journeys established and maintained</p> <p>Observations of learning will include individual assessments and next steps (written observations and Tapestry)</p> <p>Termly assessment of against all 17 Early Learning Goals to inform planning</p> <p>75% of pupils in EYFS to achieve a good level of development at the end of the year and 25% to exceed GLD.</p> | <p>July 2022</p> <p>Headteacher and EYFS Leader</p> | <p>HT and EYFS Leader</p> | | <p>Staff CPD files</p> <p>Learning Journeys</p> <p>Staff CPD files</p> <p>Tapestry and OTrack assessments and data</p> |
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| <p>Key Issue – <u>Personal Development</u> – Personal development currently graded as Requires Improvement</p> | | | | | |
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| <p>KPI 6 – Personal Development will be judged as good</p> | | | | | |
| <p>Actions</p> | <p>Milestones/Success Criteria</p> | <p>Completion date and person leading</p> | <p>Monitoring (incl governors)</p> | <p>Impact (with dates)</p> | <p>Evidence</p> |
| <p>6.1 PHSE curriculum is well planned to enhance pupils' spiritual, moral, social and cultural development,</p> | <p>LTP's and MTP's illustrate our golden values relating to personal development. These are highlighted in the curriculum documents.</p> <p>LTP's are progressive and cover all areas of a rich PHSE curriculum.</p> <p>The PHSE curriculum is planned from personal development in EYFS.</p> | <p>All staff Led by SM</p> <p>October 2021</p> | <p>Monitoring of planning by HT and curriculum lead governor Each term</p> | | |
| <p>6.2 PHSE curriculum demonstrates progression in 'Staying Safe', 'Keeping Active' and 'Relationships'</p> | <p>LTP's are progressive and cover all areas of a rich PHSE curriculum.</p> | <p>October 2021</p> <p>Led by SM</p> | <p>Lesson observations each term on PHSE and</p> | | |

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| | <p>The PHSE curriculum is planned from personal development in EYFS.</p> <p>Jigsaw is a well-researched resource to support high quality teaching and engagement in this area of the curriculum. We will purchase this.</p> | | personal development by HT | | |
| 6.3 The curriculum prepares pupils for life in modern Britain effectively. Weekly Picture news sessions enable all pupils from nursery to learn about role of law, respect, tolerance and mutual respect. | <p>Weekly sessions of Picture news from the EYFS to build on pupils knowledge of British Values.</p> <p>Pupil voice and deep dive In PHSE will demonstrate that pupils know more and remember more</p> | <p>December 2022</p> <p>Led by SM</p> | Pupil voice each term | | |
| 6.4 The PHSE/RSE curriculum promotes equality of opportunity and diversity effectively. | <p>New RSE curriculum is written to ensure coverage of LGBT, different families, transgender identity.</p> <p>'Jigsaw' used to support the teaching of this in a meaningful way.</p> <p>Pupil voice and deep dive In PHSE will demonstrate that pupils know more and remember more</p> | <p>December 2022</p> <p>Led by SM</p> | Pupil voice each term | | |
| 6.5 The RE curriculum is fully embedded and is taught in a meaningful way to allow all pupils to explore different religions and faiths. | <p>Follow the RE curriculum document for NYCC.</p> <p>Ensure lessons are engaging and meaningful.</p> <p>Pupil voice and deep dive n RE will demonstrate that pupils know more and remember more.</p> | <p>December 2022</p> <p>Led by SB</p> | <p>Lesson observations each term.</p> <p>Pupil voice each term.</p> <p>Book scrutiny each term.</p> | | |