



Leavening Community Primary School

School Development Action Plan 2023-24

Together We Can

Key Performance Indicators

SUMMARY OF KEY PRIORITIES FOR 2023-24

Key Issue – Quality of Education - currently graded as Good

KPI 1 – Continue with curriculum design and implementation to ensure pupils retain knowledge.
CPD for the new teaching team to ensure continuity in teaching our bespoke curriculum

Key Issue – Quality of Education - currently graded as Good

KPI 3 – Continue to improve the quality of education so that all pupils make good progress from their starting points and pupils are sufficiently challenged across all subjects.

Key Issue – Quality of Education - currently graded as Good

KPI 5 – Literacy skills, particularly writing and reading fluency, will be further developed throughout the school to empower pupils to unlock further progress

Key Issue – Leadership and Management - currently graded as Good

KPI 2 – Ensure leaders at all levels can demonstrate impact

Key Issue – Early Years – EYFS provision currently graded as Good

KPI 4 – to further develop the role of all adults in the EYFS to ensure effective challenge.
To improve writing outcomes through meaningful early writing opportunities.

Key Issue- Personal Development- Personal Development currently graded as Good

KPI 6- To continue to implement a rich PSHE and RSE curriculum

Key Issue – Quality of Education - currently graded as Good

KPI 1 – Continue with curriculum design and implementation to ensure pupils retain knowledge.

Actions	Milestones/Success Criteria	Completion date and person leading	Monitoring (incl governors)	Impact (with dates)	Evidence
<p>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> <p>This is the last year in the curriculum design</p>	<p>Each subject area to have a clear overview of expectations for the end of each year</p> <p>Medium term planning for 2023-24 ensures the curriculum continues to be sequenced with purpose and builds upon pupil’s prior learning and knowledge.</p> <p>What the pupils need to know is</p>	<p>July 2024</p> <p>Headteacher</p>	<p>HT, Subject Leaders</p> <p>Monitoring of planning</p> <p>Curriculum development lead (governors) through monitoring visits/ meetings</p>		<p>Planning documents</p> <p>Pupils books</p> <p>Lesson observation monitoring</p>

process	identified and used as the driver of knowledge retention, as opposed to the activity.		Consolidation Group meetings		
1.2 All Curriculum leaders will demonstrate their impact on teaching, learning and outcomes across the school.	<p>CPD opportunities for Curriculum Leaders through National College</p> <p>Improved progress and outcomes evident across the curriculum.</p> <p>Summative assessment will be used to identify next steps for pupils in all subjects. Subject leaders to use to adjust the curriculum delivery.</p> <p>The level of challenge across all subjects will improve to ensure more pupils are working above expected standard in all areas.</p>	<p>March 2024</p> <p>Headteacher English Leader Maths Leader Foundation subject leaders</p>	<p>HT, Subject Leaders Staff meetings/ CPD</p> <p>Curriculum lead governor through monitoring visits/ meetings</p>		<p>Data analysis</p> <p>O Track 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 2023</p> <p>Headteacher</p>	<p>HT, Subject Leaders Curriculum lead governors through monitoring visits/ meetings</p>		<p>Monitoring calendar</p> <p>Monitoring reports from all subject leaders and governors and SEA.</p>
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.	<p>Programme of CPD for Core subjects and Foundation subjects (sourced through NYCC, Maths Mastery group, Little Wandle Fluency, Highly effective teaching and learning .)</p> <p>Staff CPD on retrieval practice and knowledge retention.</p> <p>Introduction and careful and considered use of knowledge organisers across the curriculum and in home learning to support pupils knowing more and remembering more.</p>	<p>Ongoing- July 2023</p> <p>Headteacher</p>	<p>HT, Subject Leaders Curriculum lead governors through monitoring visits/ meetings</p>		<p>Staff CPD plan</p> <p>Monitoring reports from subject leaders</p>

	<p>Explore opportunities for pupils with SEND to revisit prior learning and develop strategies to ensure retention.</p> <p>Singing will be used across the curriculum to support knowledge retention.</p> <p>To support pupils with SEND, Staff CPD through the National College on Recognising and supporting pupils with ADHD primary; SEND- sensory breaks; Behaviour of pupils with SEND; Think Sensory training from NYCC.</p>				
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Key Issue – Quality of Education - currently graded as Good

KPI 3 – Continue to improve the quality of education so that all pupils make good progress from their starting points and pupils are sufficiently challenged across all subjects.

Actions	Milestones/Success Criteria	Completion date and person leading	Monitoring (incl governors)	Impact (with dates)	Evidence
<p>3.1 Leaders to ensure that teachers are skilful in using formative assessment to help pupils learn successfully.</p> <p>With a new staff team in September, we will be engaging in the EEF research project around effective feedback and all teachers will receive 1:1 bespoke coaching and training based on their individual needs.</p>	<p>Ensure the marking and feedback policy is consistently applied across the whole curriculum, not just core subjects.</p> <p>All support staff to apply the policy consistently.</p> <p>Use of Sonar to support formative assessment</p> <p>Ensure new teaching staff are confident in using pre-assessment, sticky knowledge checks and post assessment along with knowledge organisers to secure knowledge retention.</p> <p>Frequent internal moderation and inter-school moderation.</p> <p>Frequent moderation of progression in standards for foundation subjects</p>	<p>December 2023</p> <p>Headteacher English Leader Maths Leader</p>	<p>HT, Class teachers</p> <p>Staff meetings Moderation meetings</p> <p>Staff CPD</p>		<p>Marking and feedback policy</p>
<p>3.2 Assessment to be used effectively to</p>	<p>Use of pre-assessments before each new topic (Core and foundation</p>	<p>April 2024</p>	<p>Half-termly tracking of Core</p>	<p>.</p>	

<p>plan appropriately challenging work across all subjects</p>	<p>subjects) These will enable teachers to plan to allow pupils to know more and remember more and make meaningful connections between topics and knowledge.</p> <p>Planning shows evidence of assessments, individual needs etc.</p> <p>Summative data shows an increase in pupils working above expected standard across all subjects.</p> <p>The homework offer for pupils with SEND will be developed to ensure it reflects their current Individual Learning Provision Plan.</p>	<p>All curriculum leaders</p>	<p>subjects</p> <p>Termly tracking of foundation subject assessments</p> <p>Monitoring of planning and pupils' work</p>	<p>Challenge continues to be a focus for pupils in KS1.</p> <p>End of Summer term 2023</p>	
<p>3.3 Embed consistent whole school approaches to the teaching of writing and maths</p>	<p>KS1 and KS2 to continue to use the writing cycle to improve pupil outcomes</p> <p>Embed consistent whole school approaches to the teaching of writing for pupils with SEND.</p> <p>Consistent use of writing frames and mind mapping approach</p> <p>Pupils to use Clicker to support with writing across the curriculum.</p> <p>Ensure the handwriting policy is applied consistently and all staff have high expectations of pupils presentation.</p> <p>Classroom environments will be developed and used consistently and effectively to promote literacy and maths skills across the curriculum (e.g. Working Walls with progression of knowledge, phonics displays, vocabulary displays, handwriting displays.)</p>	<p>June 2024</p> <p>Headteacher English and Maths subject leaders</p>	<p>HT, Subject Leaders</p> <p>Learning Walks and lesson Observations</p> <p>Maths Leader</p> <p>English Leader</p>		<p>Data analysis</p> <p>Pupils writing books</p> <p>Classroom environments</p>

	<p>English Lead (Reading Leader) to continue to provide frequent coaching for and monitoring of the teaching of reading fluency across KS1.</p> <p><u>Maths</u></p> <p>New staff to have document 'What a good Maths lesson looks like at Leavening' and the Maths Policy.</p> <p>Classroom environments will be developed and used consistently and effectively to promote maths skills across the curriculum (e.g. Working Walls with key learning and support materials, vocabulary displays, and correct number formation.) .</p> <p>Maths Leader to lead the KS 1 and 2 Maths Mastery embedding group to lead the development and improvement of teaching of Maths.</p> <p>Maths Leader to lead the KS 1 and 2 Mastering Number project to ensure a consistent approach. Monitored through observations of sessions and attendance of a selection of the CPD sessions that teachers will attend.</p> <p>All staff will use the correct Maths vocabulary and ensure children do the same (with reference to the Maths Working Wall)</p>				
<p>3.4 Ensure consistency in high expectations and presentation across the whole curriculum.</p>	<p>Each class to have non negotiables for presentation</p> <p>Handwriting policy to apply across the whole curriculum</p>	<p>December 2023</p> <p>Headteacher</p>	<p>HT, Subject Leaders</p> <p>Staff meetings/ CPD Moderation meetings</p>		<p>Staff CPD files</p>

	<p>More evidence of progression in learning and knowledge in all foundation subject books.</p> <p>Frequent internal moderation and inter-school moderation to look at standards across school in all subjects.</p>				Monitoring Schedule
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Key Issue – Quality of Education - currently graded as Good

KPI 5 – Literacy skills, particularly writing will be further developed throughout the school to empower pupils to unlock further progress.
 Maths skills, particularly mastering number and vocabulary will be further developed throughout the school to empower pupils to unlock further progress

Actions	Milestones/Success Criteria	Completion date and person leading	Monitoring (incl governors)	Impact (with dates)	Evidence
5.1 Senior leaders will promote a love of writing	<p>Writing displays in classrooms and around school</p> <p>Celebrations of writing achievement (in class and assemblies)</p> <p>Rewards for writing</p>	<p>December 2023</p> <p>Headteacher and English Leader</p>	<p>HT and English Lead – Learning Walks and lesson observations</p>		Displays
5.2 Consistent approaches to the teaching of writing will be embedded through school	<p>The writing cycle approach will be used across KS1 and KS2</p> <p>The marking and feedback policy will be applied consistently by all staff,</p>	<p>June 2023</p> <p>Headteacher</p>	<p>English / Reading monitoring will be led by HT and English Lead</p> <p>HT monitoring – Learning Walks and lesson observations</p>		
5.21- Grammar, punctuation and spelling outcomes will rapidly improve across KS1 and KS2	<p>We will introduce the Little Wandle spelling programme for Year 2.</p> <p>A more rigorous approach to teaching spelling in Year 1.</p> <p>The half termly Grammar and Punctuation assessments will demonstrate good progress.</p>				

5.3 Further improve writing outcomes in EYFS through meaningful opportunities to mark make and write.	<p>Continue to ensure that all areas of continuous provision have rich and meaningful mark making and early writing opportunities.</p> <p>Ensure adults effectively model these within the areas of continuous provision.</p> <p>Each class to have a vocabulary display</p> <p>Further develop the teaching of spelling for pupils with SEND</p>	<p>December 2023</p> <p>Led by HT and SBen</p>			
5.4 Consistent approaches to the teaching of maths mastery will be embedded through school	<p>The maths mastery approach will be used across KS1 and KS2</p> <p>The marking and feedback policy will be applied consistently by all staff,</p> <p>Classroom environments will be developed and used consistently and effectively to promote maths skills and vocabulary</p> <p>We will aim for improved outcomes at the end of KS2 in July 2024 and an increase in the number of pupils working at greater depth in Maths</p>	<p>June 2023</p> <p>New Maths subject leader</p>	As above		

Key Issue – Leadership and Management - currently graded as Good

KPI 2 – Ensure leaders at all levels can demonstrate impact

Actions	Milestones/Success Criteria	Completion date and person leading	Monitoring (incl governors)	Impact (with dates)	Evidence
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<p>Governors aim: to hold the school to a clear and ambitious strategy which will deliver an evaluation that is at least 'good,' across all areas and to work tirelessly to achieve that and more as we always strive to get the best for our school</p>	<p>Governance a. Maintain safeguarding at the core of governance. b. Maintain a stable and effective governing body through appropriate recruitment, effective training and Secession planning. c. Promote school improvement through supportive and programmed monitoring, keep key priorities of the School Development Plan + School Partnership improvement Plan at the centre of this. d. Encourage and monitor curriculum planning and development. e. Evaluate and encourage feedback from all sources e.g. pupils, staff, community and outside professionals. f. Ensure board and committee structures are efficient and deliver what they are designed for. g. Have a dynamic governor action plan using the Governor Action Plan as a blueprint.</p>	<p>Governing Body 2023-2025</p>			<p>FGB minutes and discussion paper Away day discussion by governors Minutes of FGB Better working together and progress and attitudes to cooperation in staff, children and leadership inc governors</p>
	<p>3. Finance a. Maintain suitable and sufficient financial support to staff and manage the budget in a fiscally challenging climate. b. Ensure the school continues to meet the needs of the local community and to increase pupil roll.</p>	<p>Governing Body 2023-2025</p>			
	<p>4. Academisation a. Keep a watching brief and to act so as to ensure the long-term success of our school.</p>	<p>Governing Body 2023-2025</p>			
<p>2.4- All existing staff will implement and</p>	<p>Each member of staff to continue with their project to improve their personal</p>	<p>April 2024</p>	<p>Each member of teaching staff</p>		<p>Pedagogy project</p>

develop the next steps from their Pedagogy Project in 2022-23.	<p>pedagogy throughout 2023-4.</p> <p>Monitoring each term during formal lesson observations will determine progress made in this area.</p> <p>At the end of the spring term, each member of staff to share the outcomes of the project and use to coach other staff to ensure each improvement is embedded as a whole school initiative.</p>				impact statements
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Key Issue – Early Years – EYFS provision currently graded as Good

KPI 4 – to further develop the role of all adults in the EYFS to ensure effective challenge.

<p>Key Issue – <u>Early Years</u> – EYFS provision currently graded as Good</p> <p>KPI 4 – to further develop the role of all adults in the EYFS to ensure effective challenge.</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>4.1 To continue to develop the role of the adult within the EYFS (reception)</p>	<p>All teaching assistants present information clearly to children, promoting appropriate discussion about the subject matter being taught; communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.</p> <p>Use the new planning format for enhanced continuous provision enables adults to focus on the learning and how to support that.</p>	<p>December 2023</p> <p>Headteacher and EYFS Leader</p>	<p>HT and EYFS staff</p>		

<p>4.2 Pupils will continue to have access to well thought out indoor classroom provision</p>	<p>Regular weekly planning for continuous provision to be in place and implemented</p> <p>Regular maintenance of continuous provision areas.</p> <p>Core resources have been identified and developed and this enables progression.</p> <p>Grab bags will further improve enhancing of the continuous provision. These will be in place for September 2023.</p>	<p>October 2023</p> <p>Headteacher and EYFS Leader</p>	<p>HT and EYFS staff</p>		<p>EYFS provision monitoring during Autumn 1 by HT and EYFS link governor.</p>
<p>4.3 Improved outcomes in early writing</p>	<p>Detailed baseline assessments will be undertaken</p> <p>Continuous areas of provision to offer rich and meaningful opportunities to develop early writing.</p> <p>These opportunities regularly modelled by all adults.</p> <p>Observations of learning will include individual assessments and next steps for writing</p> <p>80% of pupils in EYFS to achieve a good level of development at the end of the year and 20% to exceed GLD.</p>	<p>July 2024</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>OTrack assessments and data</p>

Key Issue – Personal Development – Personal development currently graded as Outstanding

KPI 6 – To continue to implement a rich PSHE and RSE curriculum

Actions	Milestones/Success Criteria	Completion date and person leading	Monitoring (incl governors)	Impact (with dates)	Evidence
6.1 Monitor the	Pupil voice will evidence impact.	December 2023	Monitoring of	End of Spring	

<p>implementation of the new curriculum and how it incorporates and promotes key themes of diversity, resilience, aspiration and builds cultural capital and offers children wider horizons.</p>		<p>Led by SM</p>	<p>pupil voice by HT and curriculum lead governor Each term</p>	<p>The RHSE and PHSE curriculum offers well planned and linked opportunities for our pupils to experience cultural capital opportunities across a range of subject areas such as music, English, RE, Art and Design for example.</p> <p>The aspire aspect of the PHSE curriculum has inspired pupils with experiencing a variety of career opportunities.</p> <p>Cultural capital opportunities are embedded through the whole curriculum.</p>	
<p>6.2 Further develop the opportunities for pupils to experience, first-hand when possible, the culturally diverse country they live in.</p>	<p>Planned visits to support quality of education within our PSHE and RE curriculums.</p>	<p>June 2024 Led by SM and all subject leaders</p>			
<p>6.3 The curriculum continues to prepare pupils for life in modern Britain effectively. Weekly Picture news sessions enable all pupils from nursery to learn about rule of law, respect, tolerance and mutual respect.</p>	<p>Pupil voice and deep dive In PHSE will demonstrate that pupils know more and remember more</p>	<p>December 2023 Led by SM</p>	<p>Pupil voice each term</p>		
<p>6.4 Continue to promote staff wellbeing and mental health as a key driver to securing lasting improvements.</p>	<p>To continue with the systems in place of: Working closely with the link governor for staff mental health to ensure that staff workload, ethos and value continue to remain a priority.</p>	<p>HT and Governors</p>	<p>Staff voice</p>		

	<p>Staff survey each term to gauge responses and initiative improvements.</p> <p>Staff survey and staff voice will indicate a culture of positive wellbeing.</p>				
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Key Issue – <u>Behaviour and Attitudes</u> –currently graded as Good					
KPI 7 – To continue to improve attendance and punctuality					
Actions	Milestones/Success Criteria	Completion date and person leading	Monitoring (incl governors)	Impact (with dates)	Evidence
7.1 Attendance rates need to be further secured through continuation of work with the very small number of families who do not fully appreciate the value and importance of regular school attendance.	<p>Attendance figures will be at least in line with national data</p> <p>Working with Early Help where required to secure good attendance through support for families.</p> <p>Working with attendance officer for NYCC for persistent families and following the fast track procedure, Our school culture will ensure that pupils want to come to school.</p> <p>Our curriculum will meet the needs of all learners and contribute to pupils who feel safe, happy and want to come to school as a result of the engaging and well-matched curriculum offer.</p> <p>Giving good attendance a high profile through regular and persistent communication with parents, celebrating good attendance.</p>	<p>July 2024</p> <p>Led by SM</p>	Monitoring of attendance and punctuality by attendance governor each term		<p>Attendance summary</p> <p>Attendance case study</p>

<p>7.2- Monitor punctuality following the introduction of the school day at the earlier time of 8.45pm</p>	<p>Punctuality rates will improve over the year. We have 3 families (7 pupils) who are persistently late to school (after 8.45am each day) and we will work with these families to reduce the frequency of lates.</p>	<p>July 2024 Led by SM</p>	<p>Monitoring of attendance and punctuality by attendance governor each term</p>		<p>Late book</p>
<p>7.3- Introduce restorative practice as a whole school approach to managing pupil conflict.</p>	<p>Lead a staff training session and share how to use the Conflict Spiral across the school.</p> <p>Create some small laminated cards with the key q's and brief script which could go on staff's lanyards so that the q's are always on hand and available.</p> <p>Make sure each classroom and the staff room has a large laminated Conflict Spiral available to use when needed.</p> <p>Model the key q's and Conflict Spiral regularly with children to develop their mind-set and skills in managing conflicts.</p>	<p>December 2023 Hannah Mitchelmore</p>	<p>Monitor through reduced incidents on CPOMS</p> <p>Pupil Voice</p>		<p>CPOMS</p>



LEAVENING COMMUNITY PRIMARY SCHOOL EQUALITY PLAN 2022-25

Target:

- Improve pupil access to curriculum (long term)
- Improve physical access
- Improving the delivery of written communication

Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of alternative recording.
- Disabled children confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Improved involvement of TAs in planning and evaluation of lessons.
- Improve quality of provision for children with specific SEND
- Ensure access is safe and available for all visitors, staff and pupils.
- Improve use of alternative formats for written communication

Actions to achieve the success criteria	Persons responsible	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
IMPROVE ACCESS TO THE CURRICULUM						
To ensure a consistent approach to differentiation and alternative recording in school, review school policy with to reflect good practice guidance.	SENCo	September 2022	By July 2023	FGB meeting time	Designated Governor and HT	Introduction of Clicker 8 and training on the use of min maps
Ensure all staff have undertaken disability equality training by reviewing policy and discussing school practices.	SENCo	November 2022	Ongoing with new staff	Staff meeting time	Designated Governor and HT	Done Staff have signed to say they have read the policy

Develop links with specialist teachers through NYES SEN team to improve understanding of approach and strategies. a. Organise opportunities for staff to discuss personalised approaches with the SEN team through pupil referrals. b. Establish training meetings for whole school staff if needed	SENCo SENCo	Ongoing Ongoing	Ongoing Ongoing	Non-contact time where necessary. As above.	Designated Governor and HT	Specialist teachers from the ASC inclusion hub have worked at school all year to support with different pupils with SEND
Develop system for involving TAs in quality curriculum delivery - Establish joint TA/teacher observations and evaluations as part of usual monitoring procedures. Carry out shallow dives on individual SEND pupils to see how the whole curriculum meets their needs.	SENCo	From Sept 2022	Review effectiveness July 2023 Continue in the 2023-24 academic year	Non-contact time for feedback	Designated Governor and HT	Monitoring with a focus on inclusion in the spring term. Link Governor for SEND regularly monitors the progress of pupils with SEND and their curriculum journey.
Regular meetings with parents of pupil with SEND (in addition to parents' evenings) every half term to discuss the ILPP	Class teachers	From September 2022	ongoing	none	Designated Governor and HT	These occur each half term to share the pupils ILLPP and progress towards.
IMPROVE PHYSICAL ACCESS						
Provide a safe tranquil space for all pupils	Class teachers 1:1 GTA SEN	September 2022	ongoing	resources	Designated Governor and HT	The learning zone and sensory garden offers this space.
Provide a sensory space for all pupils with ASD to support regulation.	Class teachers 1:1 GTA SEN	September 2022	ongoing	resources	Designated Governor and HT	The sensory garden is a positive space for all pupils and staff to access
IMPROVING THE DELIVERY OF WRITTEN COMMUNICATOION/INFORMATION						
Website up to date and compliant.	Admin	September 2022	ongoing		HT and admin	Checked
Improve use of alternative formats for written communication by accessing (when appropriate) alternative means for converting written/paper based information into alternative formats- draw on LA services available.	Admin	September 2022	ongoing		HT and admin	

Additional actions to be agreed and recorded above based upon individual need/response to issues arising.