



Leavening Community Primary School

School Improvement Action Plan 2022-23

Together We Can

Key Performance Indicators

SUMMARY OF KEY PRIORITIES FOR 2022-23

Key Issue – Quality of Education - currently graded as Good

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

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 vocabulary, 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.

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 process</p>	<p>Each subject area to have a clear overview of expectations for the end of each year</p> <p>Medium term planning for 2022-23 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 identified and used as the driver of knowledge retention, as opposed to the</p>	<p>July 2023</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>Consolidation</p>		

	activity.		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 2023</p> <p>Headteacher English Leader (SM) Maths Leader (JP) Foundation subject leaders</p>	<p>HT, Subject Leaders Staff meetings/ CPD</p> <p>Curriculum lead governor through monitoring visits/ meetings</p>		
1.3 Devise and implement a monitoring schedule to include triangulated monitoring at least twice per year in each subject.	<p>Monitoring schedule devised and implemented, to include all subjects</p>	<p>September 2022</p> <p>Headteacher</p>	<p>HT, Subject Leaders Curriculum lead governors through monitoring visits/ meetings</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, feeder secondary schools etc.)</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>		
1.5 All curriculum leaders to provide a progression in vocabulary document for their subject.	<p>Each subject will have a progression in vocabulary document that can be shared with the pupils at the beginning of each year.</p>	<p>December 2022</p>			

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>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>Introduce 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 2022</p> <p>Headteacher English Leader (SM) Maths Leader (JP)</p>	<p>HT, Class teachers</p> <p>Staff meetings Moderation meetings</p> <p>Staff CPD</p>		
<p>3.2 Assessment to be used effectively to plan appropriately challenging work across all subjects</p>	<p>Use of pre-assessments before each new topic (Core and foundation 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>April 2023</p> <p>All curriculum leaders</p>	<p>Half-termly tracking of Core subjects</p> <p>Termly tracking of foundation subject assessments</p> <p>Monitoring of planning and pupils' work</p>		
<p>3.3 Embed consistent whole school approaches to the</p>	<p>KS1 and KS2 to continue to use the writing cycle to improve pupil outcomes</p>	<p>June 2023</p> <p>Headteacher</p>	<p>HT, Subject Leaders</p>		

<p>teaching of writing and maths</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>Maths Leader (JP) to lead the EYFS/KS1 Maths Mastery group to lead the development and improvement of teaching of Maths</p> <p>English Lead (Reading Leader) to continue to provide frequent coaching for and monitoring of the teaching of whole class reading and language to improve pupils 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>English and Maths subject leaders</p>	<p>Learning Walks and lesson Observations</p> <p>Maths Leader (JP)</p> <p>English Leader (SM)</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>More evidence of progression in learning and knowledge in all foundation</p>	<p>December 2022</p> <p>Headteacher</p>	<p>HT, Subject Leaders</p> <p>Staff meetings/ CPD Moderation meetings</p>	<p>Staff have attended the CPD from LA.</p> <p>New staff team 2021-22 have been involved in writing the LTP's for their subjects to ensure they have a clear understanding of the progression across their subject/Key Stage</p>	<p>Staff CPD files</p>

	subject books. Frequent internal moderation and inter-school moderation to look at standards across school in all subjects.				Monitoring Schedule Spring/ Summer 2021
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Key Issue – Quality of Education - currently graded as Good

KPI 5 – Literacy skills, particularly writing and vocabulary, 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	Writing displays in classrooms and around school Celebrations of writing achievement (in class and assemblies) Rewards for writing	December 2022 Headteacher and English Leader	HT and English Lead – Learning Walks and lesson observations		
5.2 Consistent approaches to the teaching of writing will be embedded through school	The writing cycle approach will be used across KS1 and KS2 The marking and feedback policy will be applied consistently by all staff, Classroom environments will be developed and used consistently and effectively to promote literacy skills 65% of pupils will be working at expected standard in writing at the end of KS2. 22% will be working above expected standard. Most pupils (77%) will be working at expected standard in writing at the end of KS1. 44% will be working above expected standard.	June 2023 Headteacher	English / Reading monitoring will be led by HT and English Lead (SM) HT monitoring – Learning Walks and lesson observations		
5.21- Grammar, punctuation and	Introduction of daily GPS activities in Year 2 and 6.	September 2022			

spelling outcomes will rapidly improve across KS1 and KS2					
5.3 Further improve writing outcomes in EYFS through pupils increased vocabulary.	<p>Implement Talk through stories and launchpad for literacy in EYFS.</p> <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>Develop a reading offer for EYFS and KS1 to include class texts each week and tier 2 vocabulary</p>	<p>December 2022</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>65% of pupils will be working at expected standard in writing at the end of KS2. 33% will be working above expected standard.</p> <p>Most pupils (77%) will be working at expected standard in writing at the end of KS1. 44% will be working above expected standard.</p>	<p>June 2023</p> <p>Jane Price</p>	As above		
5.5 Further improve outcomes through pupils increased	CPD for all adults on progression of vocabulary.				

vocabulary and consistent approach to adults use of vocabulary.	Classroom environments will be developed and used consistently and effectively to promote maths vocabulary				
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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
<p>2.1 Governors to meet regularly to monitor the milestones on the school improvement plan and be skilled at offering appropriate challenge and support</p> <p>Ensure Governance remains focused and can demonstrate impact.</p>	<p>Consolidation Group to be maintained</p> <p>Governing Body Action plan to be maintained and monitored</p> <p>All recommendations from Governance Review to be maintained.</p> <p>The overview of meetings for the year to be focussed. Curriculum and tracking to serve as FGB the first half term.</p> <p>FGB including HT report to occur each 2nd half term.</p> <p>Autumn FGB- Intent (finding out); the plan. “ What are we going to do?”</p> <p>Spring FGB- Implementation (in practice in school) “What does it look like?”</p> <p>Summer FGB- Impact of the plan</p> <p>Governors to carry out planned monitoring focussing on English, EYFS and Curriculum Development.</p>	<p>April 2023</p> <p>Chair of Governors</p>	<p>CoG, HT</p> <p>Governance Review process</p>		
<p>2.2 Clear plans and accountability systems to be devised by senior leaders and all staff through school</p>	<p>Monitoring schedule devised and implemented, to include all subjects</p>	<p>July 2022</p> <p>Headteacher</p>	<p>HT, Subject Leaders</p> <p>Governors through monitoring visits/</p>		

will be able to demonstrate clear impact of their role.			meetings		
<p>2.3- Linked to Behaviour and Attitudes</p> <p>Attendance is closely monitored and attendance concerns are addressed to improve outcomes for pupils.</p>	<p>Half termly monitoring of attendance Follow NYES attendance procedure and policies</p> <p>Work with individual PA families to improve attendance</p>	December 2022	HT and Governors		<p>Attendance Case studies</p> <p>Regular monitoring reports to Governors</p> <p>Evidence of correspondence with parents</p> <p>Attendance figures</p>
<p>2.4- All teaching staff will embark on a professional Pedagogy Project in 2022-23.</p>	<p>Each member of staff to identify and plan a project to improve their personal pedagogy throughout 2022-23.</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>	April 2023	Each member of teaching staff		

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.

Actions	Milestones/Success Criteria	Completion date and person leading	Monitoring (incl governors)	Impact (with dates)	Evidence
4.1 To further develop the role of the adult within the EYFS	All teaching assistants present information clearly to children, promoting appropriate discussion about the subject matter being taught; communicate well	December 2022 Headteacher and EYFS Leader	HT and EYFS staff		

(reception)	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.				
4.2 Pupils will continue to have access to well thought out indoor classroom provision	Regular weekly planning for continuous provision to be in place and implemented Regular maintenance of continuous provision areas	October 2022 Headteacher and EYFS Leader	HT and EYFS staff		
4.3 Subject knowledge of teaching assistants in Maths to be further developed so consistent mathematical vocabular is taught.	TA training on mathematical vocabulary in June 2022 Regular staff training through the maths mastery project on mastering number in EYFS/KS1	July 2023 Headteacher and Maths Leader	HT and EYFS staff		
4.4 Improved outcomes in early writing	Detailed baseline assessments will be undertaken Continuous areas of provision to offer rich and meaningful opportunities to develop early writing. These opportunities regularly modelled by all adults. Observations of learning will include individual assessments and next steps for writing 80% of pupils in EYFS to achieve a good level of development at the end of the year and 20% to exceed GLD.	July 2023 Headteacher and EYFS Leader	HT and EYFS Leader		Staff CPD files Learning Journeys Staff CPD files OTrack assessments and data

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

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 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.	Pupil voice will evidence impact.	December 2022 Led by SM	Monitoring of pupil voice by HT and curriculum lead governor Each term		
6.2 Further develop the opportunities for pupils to experience, first-hand when possible, the culturally diverse country they live in.	Planned visits to support quality of education within our PSHE and RE curriculums.	June 2022 Led by SM and SBed			
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 role of law, respect, tolerance and mutual respect.	Pupil voice and deep dive In PHSE will demonstrate that pupils know more and remember more	December 2022 Led by SM	Pupil voice each term		
6.4 Continue to promote staff wellbeing and mental health as a key driver to securing lasting improvements.	ongoing	HT and Governors	Staff voice		