



**Symphony Learning Trust**

Aspiration. Innovation. Excellence.

# Fairfield Primary School



## Core Strategic Plan 2024/2025

Received by LGB	17 <sup>th</sup> September 2024
Received by Trustees	5 <sup>th</sup> September 2024

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## Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2024-2025	2025-2026	2026-2027
<b>1. Leadership and Management</b>	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Embed	Embed	Review / Implement
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Embed	Embed	Review / Implement
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Embed	Embed	Review / Implement
<b>2. Teaching, Learning and Assessment</b>	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Embed	Embed	Review / Implement
	2b	Develop projects to improve pedagogy across the MAT	Embed	Embed	Review / Implement
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Embed	Embed	Review / Implement
<b>3. Behaviour, Safety and Welfare of Pupils (including mental health)</b>	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Embed	Embed	Review / Implement
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Review / Implement	Embed	Embed
<b>4. Outcomes for Pupils and groups</b>	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Review / Implement	Embed	Embed
<b>5.Outward Looking and Growth</b>	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils	Review / Implement	Embed	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Embed	Embed	Review / Implement
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Review / Implement	Embed	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

Leadership Team			
Name: Mark Tuckwell Headteacher	Name: Chrisi Harrison Assistant Headteacher	Name: Tom Keene Assistant Headteacher	Name: Natalie Smith Business Manager
<ul style="list-style-type: none"> <li>Designated safeguarding lead</li> <li>Strategic direction</li> <li>Standards and Progress</li> <li>Curriculum teaching and learning</li> <li>Attendance</li> <li>LAC Designated teacher</li> <li>Performance management teachers</li> <li>EVC</li> <li>British Values, SMSC</li> </ul>	<ul style="list-style-type: none"> <li>Deputy designated safeguarding lead</li> <li>Deputise in absence of Headteacher</li> <li>EYFS – standards and progress</li> <li>Behaviour</li> <li>Assessment</li> <li>Performance Management – support staff</li> <li>Healthy Schools linked to Science</li> </ul>	<ul style="list-style-type: none"> <li>Deputise in absence of Headteacher</li> <li>Deputy designated safeguarding lead</li> <li>Behaviour</li> <li>Performance Management – support staff</li> <li>Curriculum</li> <li>Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>Finance</li> <li>Premises</li> <li>HR</li> <li>Procurement</li> <li>Health and safety</li> <li>PO/Cleaners/Kitchen &amp; Office staff line manager</li> </ul>

Subject / area responsibilities		
Subject / area	Staff name	Governor link (if applicable)
English	Gemma Green	
Maths	Tom Keene	
Pupil Premium/Disadvantaged	Clare Rushby	
EYFS	Chrisi Harrison	
Computing	Lucy Burbidge	
SEN	Lindsey Goodger	
Science	Chrisi Harrison	
PE	Suzi Eassom	
Art & Design	Chloe Hobson	
D&T	Clare Rushby	
History	Tom Keene	
Geography	Tom Keene	
Music	Lindsey Goodger	
PSHE	Danielle Siddon	
RE	Amina Issa	
MFL	Catherine Jones	
Child and Adult Mental Health	Danielle Siddon	
Educational Visits Coordinator	Clare Rushby	

## Long Term Development Plan

Focus Area	2024/2025	2025/2026	2026/2027
<b>1. Leadership and management (including governance)</b>	<ul style="list-style-type: none"> <li>School website to be rebuilt and to meet all statutory requirements</li> <li>School meets all data protection requirements</li> <li>The governing board ensures that all statutory duties are met for the year</li> <li>Recruitment of new governors</li> </ul>	<ul style="list-style-type: none"> <li>School website meets all statutory requirement</li> <li>School meets all data protection requirements</li> <li>The governing board ensures that all statutory duties are met for the year</li> </ul>	<ul style="list-style-type: none"> <li>School website meets all statutory requirement</li> <li>School meets all data protection requirements</li> <li>The governing board ensures that all statutory duties are met for the year</li> </ul>
<b>2. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>At least 95% of lessons to be at least good</li> <li>At least 30% of lessons to be outstanding</li> <li>Book scrutiny shows that pupils are appropriately challenged and make at least good progress.</li> <li>Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result</li> <li>Review curriculum planning for each subject area</li> <li>Review skills and progression maps for all curriculum areas to ensure higher quality provision for all.</li> <li>Continue to monitor and evaluate curriculum areas on a yearly cycle. (3 different areas each year)</li> <li>Trust peer review of school and curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>At least 95% of lessons to be at least good</li> <li>At least 30% of lessons to be outstanding</li> <li>Book scrutiny shows that pupils are appropriately challenged and make at least good progress.</li> <li>Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result</li> <li>Review curriculum planning for each subject area</li> <li>Review skills and progression maps for all curriculum areas to ensure higher quality provision for all.</li> <li>Continue to monitor and evaluate curriculum areas on a yearly cycle. (3 different areas each year)</li> <li>Trust peer review of school and curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>At least 95% of lessons to be at least good</li> <li>At least 30% of lessons to be outstanding</li> <li>Book scrutiny shows that pupils are appropriately challenged and make at least good progress.</li> <li>Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result</li> <li>Review curriculum planning for each subject area</li> <li>Review skills and progression maps for all curriculum areas to ensure higher quality provision for all.</li> <li>Continue to monitor and evaluate curriculum areas on a yearly cycle. (3 different areas each year)</li> <li>Trust peer review of school and curriculum areas</li> </ul>
<b>3. Standards in Core subjects</b>	<ul style="list-style-type: none"> <li>End of KS2 (at least) above national averages in each of Reading, Writing and Maths.</li> <li>GDS to (at least) match the national average</li> <li>KS2 combined to be at least above national average</li> <li>Phonics screening to be above national average</li> </ul>	<ul style="list-style-type: none"> <li>End of KS2 (at least) above national averages in each of Reading, Writing and Maths.</li> <li>GDS to be above national average</li> <li>KS2 combined to be at least above national average</li> <li>Phonics screening to be above national average</li> </ul>	<ul style="list-style-type: none"> <li>End of KS2 (at least) above national averages in each of Reading, Writing and Maths.</li> <li>GDS to be above national average</li> <li>KS2 combined to be at least above national average</li> <li>Phonics screening to be above national average</li> </ul>
<b>4. Standards in other subjects</b>	<ul style="list-style-type: none"> <li>At least 75% of pupils working at the expected standard or above in foundation subjects.</li> <li>Work scrutiny and pupil's books demonstrate a coherent and cumulative curriculum offer in all subjects</li> <li>Pupil voice surveys to demonstrate pupil's ability to clearly articulate their learning</li> </ul>	<ul style="list-style-type: none"> <li>At least 75% of pupils working at the expected standard or above in foundation subjects.</li> <li>Work scrutiny and pupil's books demonstrate a coherent and cumulative curriculum offer in all subjects</li> <li>Pupil voice surveys to demonstrate pupil's ability to clearly articulate their learning</li> </ul>	<ul style="list-style-type: none"> <li>At least 75% of pupils working at the expected standard or above in foundation subjects.</li> <li>Work scrutiny and pupil's books demonstrate a coherent and cumulative curriculum offer in all subjects</li> <li>Pupil voice surveys to demonstrate pupil's ability to clearly articulate their learning</li> </ul>
<b>5. Standards in EYFS</b>	<ul style="list-style-type: none"> <li>Good Level of Development to be at/above national</li> <li>Maintain the % of pupils (approx. 80%) achieving the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) .</li> </ul>	<ul style="list-style-type: none"> <li>Good Level of Development to be at/above national</li> <li>Maintain the % of pupils (approx. 80%) achieving the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) .</li> </ul>	<ul style="list-style-type: none"> <li>Good Level of Development to be at/above national</li> <li>Maintain the % of pupils (approx. 80%) achieving the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) .</li> </ul>

	<ul style="list-style-type: none"> <li>To continue to close the gap for pupil's achieving the expected level of development in the Expressive Arts and Understanding the World ELGs</li> </ul>	<ul style="list-style-type: none"> <li>To be in line with the local authority average for the expected level of development in the Expressive Arts ELGs (currently 88% and Understanding the World ELGs (currently 83%)</li> </ul>	<ul style="list-style-type: none"> <li>To be in line with the local authority average for the expected level of development in the Expressive Arts ELGs (currently 88% and Understanding the World ELGs (currently 83%)</li> </ul>
<b>6. Progress of different groups of learners</b>	<ul style="list-style-type: none"> <li>To continue to close the gaps between disadvantaged and non-disadvantaged pupils in reading, writing and maths</li> <li>An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school</li> <li>Maintain the % of disadvantaged children reaching the EXS in reading, writing, maths and combined at the end of KS2</li> <li>Pupils with SEND achieve at least 2 IEP targets termly</li> </ul>	<ul style="list-style-type: none"> <li>To continue to close the gaps between disadvantaged and non-disadvantaged pupils in reading, writing and maths</li> <li>An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school</li> <li>Maintain the % of disadvantaged children reaching the EXS in reading, writing, maths and combined at the end of KS2</li> <li>Pupils with SEND achieve at least 2 IEP targets termly</li> </ul>	<ul style="list-style-type: none"> <li>To continue to close the gaps between disadvantaged and non-disadvantaged pupils in reading, writing and maths</li> <li>An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school</li> <li>Maintain the % of disadvantaged children reading the EXS in reading, writing, maths and combined at the end of KS2</li> <li>Pupils with SEND achieve at least 2 IEP targets termly</li> </ul>
<b>7. Behaviour</b>	<ul style="list-style-type: none"> <li>Reviewed behaviour policy is implemented</li> <li>Zero permanent exclusions (of children who have been at the schools for more than 2 years)</li> <li>Behaviour for learning judged to be at least good in 95% of learning walks and observations</li> </ul>	<ul style="list-style-type: none"> <li>Zero permanent exclusions (of children who have been at the schools for more than 2 years)</li> <li>Behaviour for learning judged to be at least good in 95% of learning walks and observations</li> <li>Embed and review new behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>Zero permanent exclusions (of children who have been at the schools for more than 2 years)</li> <li>Behaviour for learning judged to be at least good in 95% of learning walks and observations</li> <li>Embed and review new behaviour policy</li> </ul>
<b>8. Attendance</b>	<ul style="list-style-type: none"> <li>Average attendance of all pupils at least in line with (or above) national averages</li> <li>Average attendance of disadvantaged is at least in line with (or above) national averages</li> <li>To continue to reduce the % of pupils who are persistently absent</li> <li>Implement new attendance policy</li> </ul>	<ul style="list-style-type: none"> <li>Average attendance of all pupils at least in line with (or above) national averages</li> <li>Average attendance of disadvantaged is at least in line with (or above) national averages</li> <li>To continue to reduce the % of pupils who are persistently absent</li> <li>Embed and review new attendance policy</li> </ul>	<ul style="list-style-type: none"> <li>Average attendance of all pupils at least in line with (or above) national averages</li> <li>Average attendance of disadvantaged is at least in line with (or above) national averages</li> <li>To continue to reduce the % of pupils who are persistently absent</li> <li>Embed and review new attendance policy</li> </ul>
<b>9. Inclusion</b>	<ul style="list-style-type: none"> <li>The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2</li> <li>Review alternative provision</li> <li>To continue to meet the needs of all children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2</li> <li>Review alternative provision</li> <li>To continue to meet the needs of all children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2</li> <li>Review alternative provision</li> <li>To continue to meet the needs of all children with SEND</li> </ul>
<b>10. Safeguarding</b>	<ul style="list-style-type: none"> <li>Annual Safeguarding Audit identifies that the school meets <b>all</b> statutory duties</li> <li>DSL training (January 2025) – TK and CH</li> <li>DSL training (March 2025) - MT</li> </ul>	<ul style="list-style-type: none"> <li>Annual Safeguarding Audit identifies that the school meets <b>all</b> statutory duties</li> </ul>	<ul style="list-style-type: none"> <li>Annual Safeguarding Audit identifies that the school meets <b>all</b> statutory duties</li> </ul>
<b>11. Health</b>	<ul style="list-style-type: none"> <li>2 hours per week of quality PE lessons</li> <li>Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6</li> </ul>	<ul style="list-style-type: none"> <li>2 hours per week of quality PE lessons</li> <li>Consistently offer a variety of extra-curricular and enrichment activities to Y1-6</li> </ul>	<ul style="list-style-type: none"> <li>2 hours per week of quality PE lessons</li> <li>Consistently offer a variety of extra-curricular and enrichment activities to Y1-6</li> </ul>

	<ul style="list-style-type: none"> <li>In school, school counsellor trained to support pupil mental health</li> <li>School maintains Healthy School Award</li> <li>The school will work towards maintaining the Gold Sports Award</li> <li>Train a current member of staff towards achieving ELSA qualification</li> <li>To continue to promote child and adult mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>In school, school counsellor trained to support pupil mental health</li> <li>School maintains Healthy School Award</li> <li>The school will work towards maintaining the Gold Sports Award</li> <li>Current member of staff to achieve ELSA qualification</li> <li>To continue to promote child and adult mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>In school, school counsellor trained to support pupil mental health</li> <li>School maintains Healthy School Award</li> <li>The school will work towards maintaining the Gold Sports Award</li> <li>Current member of staff to achieve ELSA qualification</li> <li>To continue to promote child and adult mental health and wellbeing</li> </ul>
<b>12. Parents and the Wider Community</b>	<ul style="list-style-type: none"> <li>95% of parents have downloaded the SchoolPing app</li> <li>At least 90% of parents will attend parents' progress meetings</li> <li>At least 90% of disadvantaged families will attend parents' evenings</li> <li>Parents will be invited to attend a celebration event at least once per term.</li> <li>Parents invited to a class assembly once per year</li> <li>Regular visitors from religious places of worship to lead assemblies</li> <li>Develop further links with the local community</li> <li>PTA to organise and run at least 6 events during the year</li> <li>The school takes part in at least 6 visits in the local community</li> <li>Parent volunteers engaged to support learning</li> </ul>	<ul style="list-style-type: none"> <li>95% of parents have downloaded the SchoolPing app</li> <li>At least 90% of parents will attend parents' progress meetings</li> <li>At least 90% of disadvantaged families will attend parents' evenings</li> <li>Parents will be invited to attend a celebration event at least once per term.</li> <li>Parents invited to a class assembly once per year</li> <li>Regular visitors from religious places of worship to lead assemblies</li> <li>Develop further links with the local community</li> <li>PTA to organise and run at least 6 events during the year</li> <li>The school takes part in at least 6 visits in the local community</li> <li>Parent volunteers engaged to support learning</li> </ul>	<ul style="list-style-type: none"> <li>95% of parents have downloaded the SchoolPing app</li> <li>At least 90% of parents will attend parents' progress meetings</li> <li>At least 90% of disadvantaged families will attend parents' evenings</li> <li>Parents will be invited to attend a celebration event at least once per term.</li> <li>Parents invited to a class assembly once per year</li> <li>Regular visitors from religious places of worship to lead assemblies</li> <li>Develop further links with the local community</li> <li>PTA to organise and run at least 6 events during the year</li> <li>The school takes part in at least 6 visits in the local community</li> <li>Parent volunteers engaged to support learning</li> </ul>
<b>13. British Values</b>	<ul style="list-style-type: none"> <li>Each class to have 2 School Council representatives voted for by the class.</li> <li>Increase the profile/children's awareness of British Values and check children understand and can articulate this</li> <li>British Values and SMSC integrated into all curriculum areas.</li> <li>At least 1 whole school display on British Values</li> </ul>	<ul style="list-style-type: none"> <li>Each class to have 2 School Council representatives voted for by the class.</li> <li>Continue to build the profile/children's awareness of British Values and check children understand and can articulate this</li> <li>British Values and SMSC integrated into all curriculum areas.</li> <li>At least 1 whole school display on British Values</li> </ul>	<ul style="list-style-type: none"> <li>Each class to have 2 School Council representatives voted for by the class.</li> <li>Continue to build the profile/children's awareness of British Values and check children understand and can articulate this</li> <li>British Values and SMSC integrated into all curriculum areas.</li> <li>At least 1 whole school display on British Values</li> </ul>
<b>14. Staff CPD</b>	<ul style="list-style-type: none"> <li>Each member of staff has undertaken at least 2 CPD activities during the year.</li> <li>Subject leaders to monitor the impact of CPD</li> <li>Subject leaders to deliver at least one full staff meeting a year based on the development priorities of their subject area</li> </ul>	<ul style="list-style-type: none"> <li>Each member of staff has undertaken at least 2 CPD activities during the year.</li> <li>Subject leaders to monitor the impact of CPD</li> <li>Subject leaders to deliver at least one full staff meeting a year based on the development priorities of their subject area</li> </ul>	<ul style="list-style-type: none"> <li>Each member of staff has undertaken at least 2 CPD activities during the year.</li> <li>Subject leaders to monitor the impact of CPD</li> <li>Subject leaders to deliver at least one full staff meeting a year based on the development priorities of their subject area</li> </ul>

## Review of Priorities for 2023/24

What did we want to improve?	What did <b>success</b> look like and what was its impact?	Next Steps?
<b>Priority 1 –</b> <ul style="list-style-type: none"> <li>To maintain the percentage of children achieving GLD and to address the percentage of children achieving the goals of Expressive Arts and Understanding the World</li> </ul>	<ul style="list-style-type: none"> <li><b>GLD Maintenance:</b> GLD achievement data remained consistent, within 1% of the previous year, ensuring children are well-prepared for the next stage of their education.</li> <li><b>Increased Achievement:</b> Significant increase in the percentage of children meeting goals in Expressive Arts and Understanding the World.</li> <li><b>Bespoke Support:</b> Two children, despite not achieving GLD, made significant progress through a tailored curriculum with high levels of support.</li> <li><b>Preschool Readiness:</b> Enhanced support for preschool has significantly improved children's readiness for school, aiming for GLD achievement by the end of 2024-25.</li> <li><b>Governor Visit Success:</b> A Governor visit in the Summer Term highlighted the preschool's vibrant atmosphere and high levels of pupil engagement.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sustain GLD Achievement:</b> Continue monitoring and supporting strategies to maintain or improve GLD percentages.</li> <li><b>Enhance Preschool Readiness:</b> Continue supporting preschool to ensure children are ready for school.</li> <li><b>Implement Planning:</b> Continue with new planning for Understanding the World and Expressive Arts.</li> <li><b>Quality First-Teaching:</b> Ensure consistent quality first-teaching across all areas.</li> <li><b>Targeted Support:</b> Continue providing high-quality support where intervention is needed.</li> <li><b>Maintain Progress:</b> Focus on maintaining and building on the increased percentages in key areas.</li> </ul>
<b>Priority 2 –</b> <ul style="list-style-type: none"> <li>To implement a Maths mastery curriculum, ensuring children build deep conceptual understanding, are stretched and challenged with secure number fluency</li> </ul>	<ul style="list-style-type: none"> <li><b>Maths Hub Collaboration:</b> Successfully partnered with the East Mids South Maths Hub for the first year of a 2-year mastery programme.</li> <li><b>Improved Teacher Knowledge:</b> Teacher subject knowledge and understanding of the mastery approach have significantly improved.</li> <li><b>Curriculum Coherence:</b> The curriculum is now more coherently structured across all year groups, supporting cumulative fluency and understanding.</li> <li><b>Pupil Engagement:</b> Children express their enthusiasm and understanding of Maths clearly and passionately in pupil voice surveys and lessons.</li> <li><b>Strong Assessment Results:</b> High percentages of children achieved EXS+ in NTS assessments, with an impressive average scaled score of 109.</li> <li><b>End of KS2 Success:</b> The percentage of children achieving EXS+ in end-of-KS2 assessments remains strong.</li> </ul>	<ul style="list-style-type: none"> <li><b>Complete Year 2 of Mastery Programme:</b> Continue collaboration with the East Mids South Maths Hub.</li> <li><b>Embed Training:</b> Ensure mastery training is shared with all teachers and regularly revisited to reinforce understanding.</li> <li><b>Monitor Pupil Outcomes:</b> Continue to monitor outcomes through assessments, work scrutiny, and pupil voice surveys.</li> <li><b>Introduce Fluency Teaching:</b> Implement a structured method for teaching number fluency across all year groups.</li> <li><b>Sustain Curriculum Coherence:</b> Maintain the coherently structured curriculum to support cumulative fluency and understanding.</li> <li><b>Promote Teacher Collaboration:</b> Encourage teachers to collaborate and share best practices in mastery teaching</li> </ul>
<b>Priority 3 –</b> <ul style="list-style-type: none"> <li>To ensure the consistency and effectiveness of the approaches to teaching reading, writing and spelling</li> </ul>	<ul style="list-style-type: none"> <li><b>Consistent Teaching Approach:</b> Reading, writing, and spelling were taught with consistent fidelity to the chosen methods.</li> <li><b>Strong Progress and Attainment:</b> Pupil progress and attainment in reading, writing, and spelling were strong across the school.</li> </ul>	<ul style="list-style-type: none"> <li><b>Enhance Reading Fluency:</b> Focus on improving reading fluency across all year groups.</li> <li><b>Develop Oracy Skills:</b> Emphasise oracy to support and enhance reading and writing proficiency.</li> <li><b>Monitor Pupil Outcomes:</b> Continue monitoring outcomes through assessments, work scrutiny, and pupil voice surveys.</li> <li><b>Evaluate New Reading Approach:</b> Monitor the implementation of the new reading approach in KS1 and Year 3 to ensure its effectiveness.</li> <li><b>Maintain Consistency:</b> Ensure continued consistency in the teaching approaches for reading, writing, and spelling</li> </ul>



## Headline Results July 2024

Key	Below NA	Approx at NA	Above NA
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<b>GLD</b> (see cohort details for reasons for below % GLD)	School	Difference from previous year (+/-)	National	Difference (+/-)
	66.7%	-11.9%	67.7%	-1%

<b>Phonics screening y1</b>	School	Difference from previous year (+/-)	National	Difference (+/-)
	93.3%	+0.3%	80.2%	+13.1%

### KS2

<b>KS2 SATs</b> <b>Reading</b>		School	Difference from previous year (+/-)	National	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	68.9%	-12.4%	74.2%	-5.3%	103.7	-1.7
	Greater depth	20.7%	-10.6%	28.5%	-7.8%		

<b>KS2 SATs</b> <b>Writing</b>		School	Difference from previous year (+/-)	National	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	86.2%	+8.1%	71.8%	+14.4%	N/A	N/A
	Greater depth	17.2%	+1.6%	12.9%	+4.3%		

<b>KS2 SATs</b> <b>Maths</b>		School	Difference from previous year (+/-)	National	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	86.2%	+11.2%	73.1%	+13.1%	105.7	+2.3
	Greater depth	24.1%	+5.3%	23.8%	+0.3%		

<b>KS2 SATs</b> <b>GAPS</b>		School	Difference from previous year (+/-)	National	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	69%	-9.1%	72.2%	-3.2%	104.9	+0.5
	Greater depth	37.9%	+22.3%	31.9%	+6%		

<b>KS2 SATs</b> <b>Combined</b>		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	62.1%	-3.5%	60.6%	+1.5%
	Greater depth	3.4%	-2.9%	7.6%	-4.2%

## Key Priorities for 2024/25

## Implementation Plan / Logic Model

Priority 1	To develop the enrichment of all subject areas	Leader(s)	MT, TK and all subject leaders
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> <li>Limited Budget: Funding for resources, materials, and visits/visitors</li> <li>Time Constraints: Difficulty fitting enrichment activities into an already full schedule.</li> <li>Teacher Expertise: Confidence or skills in delivering enrichment activities outside core subjects.</li> <li>Increased Workload: Planning and running enrichment activities adds to teachers' existing workload.</li> <li>Differentiation Challenges: Need to ensure activities are inclusive and meet the diverse needs of all students.</li> <li>Coordination Effort: Significant planning and organisation required to manage enrichment activities across subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Limited Access: The current enrichment offer is not well developed enough which provides barriers to access for all. Therefore, not all students may have access to enrichment activities.</li> <li>Time Conflicts: Enrichment activities might clash with other commitments</li> <li>Lack of Interest: Some students might not be interested in the current offer of enrichment activities</li> <li>Accessibility Issues: Activities might not always be inclusive or adapted to the needs of all students, especially those with special educational needs or disabilities (SEND).</li> <li>Unequal Opportunities: Students in different classes or year groups might have unequal access to certain enrichment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Establish a shared sense of urgency and build a development group	Kotter's Change Model (1996)	<b>Review and Map Current Enrichment Activities:</b> analyse existing clubs, trips, visitors, and community links. Identify gaps in subject coverage, frequency, and variety, emphasising the need for enhancement.  <b>Gather Community Input:</b> Engage students, parents, and staff to collect feedback. Ensure enrichment activities align with the school community's interests and needs, creating a collaborative approach to improvement.	A greater number of enrichment activities to be offered across the school year in a range of subjects including clubs, trips, visitors and links with the community.  Children will enjoy these opportunities, talk excitedly and articulately about them and be able to link them with prior and current learning where appropriate.
Form a vision and develop a sustainable long-term plan			
Remove barriers and generate short-term wins			

Priority 1	To develop the enrichment of all subject areas	Leader(s)	MT, TK and all subject leaders
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
Monitor implementation, impact and work towards sustaining change		<p><b>Develop a Comprehensive Plan:</b> Outline a broad and balanced range of opportunities throughout the school year. Connect with local businesses, community organisations, and potential visitors to expand and diversify enrichment activities.</p> <p><b>Engage and Collaborate:</b> Mobilise staff, parents, and community members to support the enrichment plan. Utilise external expertise and resources to strengthen the program.</p> <p><b>Enable Action by Removing Barriers:</b> Discuss with potential barriers with school staff and work towards removing these as far as practicably possible. Make staff aware of the structure of 1265 hours.</p> <p><b>Communicate Regularly:</b> Use newsletters, assemblies, and the school website/social media feeds to share opportunities and the benefits of enrichment activities. Highlight early successes to build momentum and excitement.</p> <p><b>Track and Monitor Participation:</b> Continuously track student participation and engagement in enrichment activities. Make adjustments as needed to ensure ongoing success and broad student involvement.</p> <p><b>Collect and Measure Feedback:</b> Gather regular feedback on student experiences and their impact on their learning and enjoyment of school. Highlight successes and foster a culture of pride and participation, working towards making the enrichment program a permanent part of the school's identity.</p>			

Activity	Staff meetings	Subject leadership time	Running of clubs	Community involvement
Cost	£	£		

<b>Priority 2</b>	<b>To implement an approach to teaching oracy</b>	<b>Leader(s)</b>	<b>TK, GG and all subject leaders</b>
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<b>Start Date:</b>	<b>August 2024</b>	<b>Mid-Review:</b>	<b>February 2025</b>	<b>Evaluation Date:</b>	<b>July 2025</b>
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> <li>Lack of Expertise: Teachers may lack confidence or experience in teaching oracy, particularly in using sentence stems, scaffolded discussions, and other oracy models.</li> <li>Increased Workload: Implementing structured oracy teaching requires additional planning and preparation, adding to teachers' existing workloads.</li> <li>Time Constraints: Teachers may struggle to find time within the curriculum to integrate oracy activities regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Varied Confidence Levels: Some students may feel anxious or self-conscious about speaking in front of others, impacting their participation in oracy activities.</li> <li>Diverse Language Abilities: Students with different language backgrounds or limited vocabularies may struggle to engage in structured oracy activities.</li> <li>Engagement Issues: If not properly supported, some pupils may not see the value in developing oracy skills and may disengage.</li> </ul>	<ul style="list-style-type: none"> <li>Limited Communication Skills: Without a strong focus on oracy, students may struggle to articulate their thoughts, feelings, and knowledge, hindering their overall academic progress.</li> <li>Reduced Critical Thinking: Oracy is closely linked to critical thinking and problem-solving; without it, students may lack the ability to engage in deep, reflective learning.</li> <li>Inequality in Outcomes: Students from language-rich environments may continue to excel, while those from less advantaged backgrounds may fall further behind, exacerbating educational inequalities.</li> </ul>

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Establish a sense of urgency and build a development group	<ul style="list-style-type: none"> <li>Kotter's Change Model (1996)</li> <li>Robin Alexander – Dialogic teaching</li> <li>Voice21 – The Oracy Imperative</li> </ul>	<b>Review Current Oracy Practices:</b> Analyse existing teaching methods related to speaking and listening. Highlight the gaps and the need for a school-wide approach to improve student communication skills.	<p>Pupils will be able to clearly articulate their thoughts, feelings, and knowledge using a variety of sentence stems and structured discussion techniques. They will demonstrate confidence in speaking in front of others, participating actively in debates, presentations, and group discussions.</p> <p>Pupils will develop a richer vocabulary, enabling them to express themselves more precisely and effectively in both academic and social contexts.</p>
Form a vision and development plan. Deliver staff CPD, remove barriers and provide targeted support		<b>Form an Oracy Leadership Team:</b> Assemble a team of teachers, senior leaders, and oracy champions who are passionate about improving speaking and listening skills. This team will lead the implementation process and inspire others.	
Generate short term wins and sustain development		<b>Develop an Oracy Implementation Plan:</b> Create a detailed plan that includes teacher CPD, integration of oracy into lesson plans, and the	

Priority 2	To implement an approach to teaching oracy			Leader(s)	TK, GG and all subject leaders
Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
Monitor implementation and impact and work towards embedding change		<p>development of a school-wide culture of high expectations for speaking and listening.</p> <p><b>Set Clear Goals:</b> Define specific, measurable goals for oracy improvement, such as incorporating structured oracy tasks into a majority of lessons.</p> <p><b>Engage Staff in Professional Development:</b> Offer CPD sessions on oracy skills, including training on sentence stems, scaffolded discussions, and other models. Encourage teachers to share their experiences and successes.</p> <p><b>Provide Resources and Support:</b> Supply teachers with materials, sentence stems, and structured discussion prompts. Offer coaching and ongoing support to help teachers integrate oracy into their lessons.</p> <p><b>Pilot Oracy Initiatives:</b> Start with small-scale oracy projects in a few classes or subjects. Track progress and celebrate early successes to build momentum.</p> <p><b>Showcase Successes:</b> Highlight examples of effective oracy teaching and student progress in newsletters, staff meetings, and assemblies.</p> <p><b>Monitor and Adjust Implementation:</b> Regularly assess the effectiveness of the oracy initiatives through observations, student feedback, and teacher reflections. Adjust strategies as needed to ensure continued progress.</p> <p><b>Expand and embed Oracy Across the Curriculum:</b> Gradually introduce oracy activities into more subjects and year groups, ensuring that oracy becomes an integral part of the school culture. Incorporate oracy skills into the personal development curriculum, focusing on emotional literacy, social skills, and public speaking. Ensure that oracy is a key component of the school's educational ethos.</p> <p><b>Celebrate and Reflect:</b> Regularly celebrate student achievements in oracy through assemblies, displays, and events. Continuously evaluate the impact of oracy teaching on student attainment and adjust the approach as necessary to maintain high standards and consistent improvement.</p>			<p>They will regularly use new and varied vocabulary across subjects, showing an increased ability to describe concepts and ideas.</p> <p>Pupils will engage in deeper thinking and demonstrate improved reasoning skills through structured oracy activities. They will be able to challenge, build on, and agree with others' ideas in a thoughtful and respectful manner, showcasing their ability to think critically.</p> <p>Pupils will show increased engagement and participation in lessons, as they will see the relevance of oracy skills to their overall learning. They will connect oracy experiences to curriculum topics, enhancing their understanding and retention of subject matter.</p> <p>Pupils will be better equipped to articulate their emotions and manage social interactions through enhanced speaking and listening skills. They will show improved social skills, demonstrating empathy and effective communication in group settings.</p> <p>Pupils' overall academic performance will improve as a result of better communication and critical thinking skills, leading to more effective participation in lessons and assessments.</p> <p>They will achieve higher levels of attainment across subjects, particularly in areas where clear articulation and reasoning are essential.</p> <p>Pupils will develop well-rounded communication abilities that support their personal development, including public speaking, emotional expression, and social interaction. They will be prepared for future academic and life challenges, with strong oracy skills forming a foundation for continued success.</p>
Activity	Staff meetings	Subject leadership time			
Cost					

<b>Priority 3</b>	<b>To review the curriculum offer in each subject</b>	<b>Leader(s)</b>	
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<b>Start Date:</b>	<b>August 2024</b>	<b>Mid-Review:</b>	<b>February 2025</b>	<b>Evaluation Date:</b>	<b>July 2025</b>
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> <li>Time for planning and collaboration. Adjusting the timetable may cause disruptions.</li> <li>Increased workload to cover essential content effectively. Adapting to a new curriculum may add to existing responsibilities.</li> <li>Need for additional training on the new curriculum framework.</li> <li>Potential resistance to change from established practices.</li> <li>Core subjects may overshadow foundation subjects.</li> <li>Difficulty in balancing time across all subjects.</li> <li>Challenges in effectively integrating and linking subjects.</li> <li>Coordination difficulties among teachers for cross-curricular planning.</li> <li>Complexity in assessing the effectiveness of the revised curriculum.</li> <li>Time-consuming process for gathering feedback and making adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>Students may be struggling to stay engaged if the new curriculum lacks relevance or coherence.</li> <li>Difficulty with Integration: Students might be finding it hard to see connections between subjects or understand cross-curricular links in some subjects.</li> <li>Uneven Focus: Some subjects might be perceived as receiving less attention, affecting students' motivation and perception of their importance.</li> <li>Inconsistent Coverage: Students may be experiencing gaps if certain subjects are squeezed out or not integrated effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Reduced instruction quality can negatively affect student learning.</li> <li>Uneven focus on subjects can cause gaps in student knowledge.</li> <li>Poor integration of subjects can hinder students' ability to connect learning.</li> <li>Ineffective cross-curricular links can confuse students and impact understanding.</li> <li>Ineffective monitoring can leave curriculum issues unaddressed, affecting student attainment.</li> </ul>

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Establish a sense of urgency and build a development group	<ul style="list-style-type: none"> <li>Clare Sealy</li> <li>Daisy Christodolou</li> <li>Daniel Willingham</li> <li>Emma Turner</li> <li>Kotter's Change Model (1996)</li> <li>Rosenshine's Principles</li> <li>The Learning Scientists</li> </ul>	<p><b>Conduct a Curriculum Audit:</b> Review the current curriculum to identify gaps, redundancies, and areas needing improvement. Present findings to staff to highlight the need for change and build a case for revising the curriculum.</p> <p><b>Engage in Staff Consultation:</b> Form a team of teachers from various subjects and year groups to lead the curriculum review process. Collect input and feedback from staff to ensure diverse perspectives and secure buy-in for the changes.</p>	Gain understanding across all subjects without any being overlooked. Build knowledge and skills progressively from year to year.
Form a vision and development plan. Deliver staff CPD, remove barriers and provide targeted support			Show more interest and involvement in a diverse range of subjects. Participate actively in various learning activities.
Generate short term wins and sustain development			Achieve balanced results across all subjects. Improve overall academic success and assessment scores.

Priority 3	To review the curriculum offer in each subject	Leader(s)	
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
Monitor implementation and impact and work towards embedding change		<p><b>Develop a Coherent Curriculum Framework:</b> Design a curriculum framework that ensures logical sequencing and cumulative progression across all subjects. Create a detailed plan that includes clear objectives, timelines, and responsibilities for implementation.</p> <p><b>Communicate the Vision:</b> Share the vision and plan with all staff through meetings, newsletters, and workshops. Emphasise how the revised curriculum will be manageable and balanced, and how it will benefit student learning and attainment.</p> <p><b>Allocate Protected Time for All Subjects:</b> Adjust the timetable to ensure that every subject has dedicated time and is not marginalised. Provide teachers with resources and support to manage their workload effectively and implement the new curriculum.</p> <p><b>Integrate Cross-Curricular Links:</b> Identify opportunities for cross-curricular teaching and facilitate collaboration among teachers to implement these links. Provide training and support to help teachers effectively integrate subjects.</p> <p><b>Generate Short-Term Wins:</b> Test the revised curriculum in select classes or year groups and gather feedback from teachers and students. Make adjustments based on feedback to demonstrate the benefits and effectiveness of the changes.</p> <p><b>Monitor and Evaluate Curriculum Implementation:</b> Establish a regular review process to assess the curriculum's effectiveness and manageability. Continue to refine and adjust the curriculum based on ongoing feedback and evaluations.</p> <p><b>Celebrate Successes and Ensure Sustainability:</b> Highlight successes and improvements resulting from the new curriculum through school communications and events. Embed the revised curriculum into school practices and culture, ensuring that it remains a core part of the educational framework.</p>	<p>Make meaningful links between different subjects. Apply skills and knowledge across different contexts.</p> <p>Develop a wide range of skills including critical thinking and creativity. Gain confidence in communication and expression.</p> <p>Ensure all subjects receive adequate attention and time. Experience a well-rounded education.</p> <p>Reduce stress and confusion with a clear, manageable curriculum. Show consistent progress in all subjects.</p>		

Activity	EEF Course explicit teaching of vocabulary	Time out of classroom for staff	Monitoring	CPD
Cost	£x	£x	£x	£x

## Staff Professional Development Plan (CPD)

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its <u>impact</u> ?	<u>Cost</u> (if applicable)	<u>Who</u> will monitor its impact and to <u>whom</u> will this be reported to?
Priority 1	An enhanced enrichment offer across the school	<p><b>Review and Map Current Enrichment Activities</b></p> <p>Analyse existing clubs, trips, visitors, and community links. Identify gaps in subject coverage, frequency, and variety.</p> <p><b>Gather Community Input</b></p> <p>Collect feedback from students, parents, and staff. Ensure alignment of enrichment activities with the school community's interests and needs.</p> <p><b>Develop a Comprehensive Plan</b></p> <p>Ensure a broad and balanced range of opportunities throughout the school year. Identify and connect with local businesses, community organisations, and potential visitors. Expand the variety and quality of enrichment activities through external expertise and resources. Create a detailed plan to increase and diversify enrichment activities across various subjects.</p> <p><b>Link Activities to Curriculum</b></p> <p>Directly connect enrichment activities to curriculum topics and learning objectives. Help students make connections between enrichment experiences and classroom learning.</p> <p><b>Communicate Regularly</b></p> <p>Use newsletters, assemblies, and the school website to share schedules and benefits of enrichment activities. Increase awareness and excitement about available opportunities.</p> <p><b>Track and Monitor Participation</b></p> <p>Track student participation and engagement in enrichment activities. Ensure a wide range of students benefit from and enjoy the opportunities.</p> <p><b>Collect and Measure Feedback</b></p> <p>Gather student feedback on their experiences and the impact on their learning. Assess the effect of enrichment activities on student enthusiasm and learning connections.</p> <p><b>Celebrate and Promote Success</b></p> <p>Highlight student achievements and enjoyment in enrichment activities through displays, newsletters, and events. Foster a culture of pride and ongoing participation in the school's enrichment program.</p>	A greater number of enrichment activities to be offered across the school year in a range of subjects including clubs, trips, visitors and links with the community. Children will enjoy these opportunities, talk excitedly and articulately about them and be able to link them with prior and current learning where appropriate.	TBC	MT and TK to have oversight. Subject leaders to manage intent and implementation and monitor impact for their own subjects.



Priority 2	An effective method for teaching oracy to be in place across the school	<p><b>Teacher CPD on Oracy Skills</b></p> <p>Provide training on sentence stems, scaffolded discussions, and other oracy models.</p> <p><b>Build a Culture of High Expectations</b></p> <p>Establish clear expectations for speaking and listening across the school. Teach and reinforce active listening skills. Encourage students to respond thoughtfully to others.</p> <p><b>Develop Children's Vocabularies</b></p> <p>Implement vocabulary-building activities to expand students' word banks.</p> <p><b>Implement Structured Oracy Opportunities</b></p> <p>Develop use of simple discussion techniques such as agree, build on, challenge and use of sentence stems. Integrate oracy tasks (e.g., debates, presentations) into lesson plans across subjects. Offer varied speaking experiences to build skills.</p> <p><b>Teacher Modelling and Scaffolded Support</b></p> <p>Teachers model effective oracy and use sentence stems and prompts to guide students.</p> <p><b>Enhance the Personal Development Curriculum</b></p> <p>Embed oracy into emotional literacy, social skills, and public speaking lessons. Offer varied speaking experiences (e.g., presentations, debates) to build skills.</p> <p><b>Monitor Student Progress</b></p> <p>Regularly assess oracy skills through observations and feedback.</p> <p><b>Celebrate Oracy Achievements</b></p> <p>Recognize and celebrate students' progress in speaking and listening.</p> <p><b>Evaluate and Reflect</b></p> <p>Regularly review and adjust oracy initiatives based on outcomes and feedback</p>	For structured oracy teaching to take place in the majority of lessons through sentence stems, scaffolded discussion and other teaching methods/models. Children will be increasingly able to clearly articulate their feelings and emotions, thoughts and opinions and knowledge/prior learning.	TBC	TK and GG to have oversight. Class teachers to manage the implementation and monitor impact in each class and subject leaders to monitor impact for their subjects.
Priority 3	A curriculum review leading to a manageable, coherent and cumulatively sufficient curriculum being established	<p><b>Conduct a Curriculum Audit</b></p> <p>Review the current curriculum for coverage, coherence, and manageability. Identify gaps, redundancies, and areas for improvement.</p> <p><b>Engage in Staff Consultation</b></p> <p>Gather input from teachers on curriculum challenges and suggestions for improvement.</p>	The curriculum offer must be manageable in all subjects so that coverage is achieved more effectively. All subjects will have protected time in the timetable and students	TBC	MT and TK

		<p>Ensure staff buy-in and alignment with proposed changes.</p> <p><b>Develop a Coherent Curriculum Framework</b></p> <p>Design a curriculum that is logically sequenced and cumulative across all subjects. Ensure clear progression of knowledge and skills from year to year.</p> <p><b>Prioritise Manageability</b></p> <p>Streamline the curriculum to focus on essential content. Adjust workload to ensure teachers can effectively cover the curriculum without being overwhelmed.</p> <p><b>Allocate Protected Time for All Subjects</b></p> <p>Ensure that each subject has dedicated time in the timetable. Prevent subjects from being marginalized or squeezed out by core subjects.</p> <p><b>Integrate Cross-Curricular Links</b></p> <p>Identify and implement opportunities for cross-curricular teaching to reinforce learning. Enhance coherence by connecting themes across subjects.</p> <p><b>Pilot and Refine the Curriculum</b></p> <p>Test the revised curriculum in practice and gather feedback from staff and students. Make adjustments based on practical experience and feedback.</p> <p><b>Monitor and Evaluate Curriculum Implementation</b></p> <p>Regularly assess the effectiveness and manageability of the curriculum. Ensure that the curriculum remains broad, balanced, and cumulatively sufficient.</p>	<p>will experience a broad and balanced curriculum that is cumulatively sufficient.</p>		
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## **Governance Review, Development and Monitoring Plans**

<b>What</b> do we want to improve?	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like / what is the <b>impact</b> ?
Identify gaps in governor skills and experience.	Complete individual skills audits to identify gaps in governor skills and experience.	Begin in Autumn Term.	Governors meet all statutory duties; skills gaps are addressed through targeted training.
Recruit new governors to fill any vacancies and ensure a balanced skill set.	Focus recruitment in Autumn Term and ongoing throughout the year. Ongoing item on Full Governing Body (FGB) agenda.	Begin in Autumn Term.	Governing body remains quorate and effectively balanced.
Updating knowledge of the school and ensure monitoring school improvement priorities	Conduct regular visits aligned with development priorities. Governors to visit the school at least three times a year and engage in curriculum, safeguarding and health and safety monitoring.	Ongoing	Governors maintain up-to-date knowledge of the school's progress and priorities; effective monitoring of school improvement.