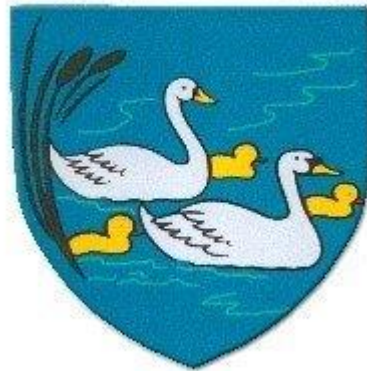




Symphony Learning Trust

Aspiration. Innovation. Excellence.

Thornton Primary School



Core Strategic Plan 2024/2025

Received by LGB	xxxxxxx
Received by Trustees	xxxxxxx

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Key Priorities for new year Priority 1 – Raise standards in Reading & Writing and Maths across the school to ensure end of KS2 outcomes remain consistently above national. Increase % GDS to at least national as a minimum in all areas. Priority 2 - Curriculum development – ensure the curriculum provides challenge and opportunities to deepen knowledge. Priority 3 - Enrichment - Improve pupils’ enjoyment of school, enhance learning opportunities, improve behaviour and social skills and impact positively on mental well-being and attendance.	12
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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2024-2025	2025-2026	2026-2027
1. Leadership and Management	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
2. Teaching, Learning and Assessment	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
3. Behaviour, Safety and Welfare of Pupils (including mental health)	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
4. Outcomes for Pupils and groups	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
5.Outward Looking and Growth	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

Sarah Acton Headteacher	Josh Simpson Assistant Headteacher	Helen Durham EYFS Leader	D Wagg Business Manager
<ul style="list-style-type: none"> • Designated Safeguarding Lead • Strategic direction • Standards and progress • Curriculum teaching and learning • Attendance • Behaviour • LAC Designated Teacher • PM of teachers • DT Lead • MFL Lead • Joint English lead 	<ul style="list-style-type: none"> • Deputy designated safeguarding lead • Deputise in absence of Headteacher • KS2 Leader • Maths lead • Computing Lead • Joint English lead • Assessment • Performance Management – support staff • EVC • Behaviour • British Values/SMSC • Pupil Premium 	<ul style="list-style-type: none"> • EYFS standards and progress 	<ul style="list-style-type: none"> • Finance • Premises • HR • Procurement • H&S

Subject / area responsibilities

Subject / area	Staff name	Governor link (if applicable)
English/Early Reading	R Squires	M Hirst
Mathematics	J Simpson	A Hall
Science	L Clarke	M Hirst
Computing	J Simpson	A Hall
History	G Barton-Harvey	V Ilous
Geography	G Barton-Harvey	D Nicholson
Art	H Durham	D Nicholson
Design Technology	S Acton	A Hall
Physical Education	G Barton-Harvey	D Nicholson
MFL	S Acton	A Hall
Music	L Clarke	M Hirst
PSHE/RSE	S Raja	M Hirst
RE	S Raja	M Hirst
Inclusion	J Simpson	M Hirst
EYFS	H Durham	D Nicholson

Long Term Development Plan

Focus Area	2024/2025	2025/2026	2026/2027
1. Leadership and management (including governance)	<ul style="list-style-type: none"> School website meets all statutory requirements School Marketing Strategy in place. Development of the use of communication platforms, advertising, new prospectus. School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Recruitment of new governors to strengthen expertise (in response to skills audit). Changing of governor structure – new chair 	<ul style="list-style-type: none"> School website meets all statutory requirement School Marketing Strategy implemented with timetabled events. New website completed. School meets all data protection requirements The governing body ensures that all statutory duties are met for the year 	<ul style="list-style-type: none"> School website meets all statutory requirement School Marketing Strategy fully embedded. School meets all data protection requirements The governing body ensures that all statutory duties are met for the year
2. Teaching and Learning	<ul style="list-style-type: none"> At least 95% of lessons to be at least good At least 25% of lessons to be outstanding Induction of new staff. Training to take over key roles. Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make good progress as a result Continued focus on reduced workload: feedback and data collection Consolidate the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. 	<ul style="list-style-type: none"> At least 95% of lessons to be at least good At least 30% of lessons to be outstanding Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result Continued focus on reduced workload: feedback and data collection Review the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. 	<ul style="list-style-type: none"> At least 95% of lessons to be at least good At least 30% of lessons to be outstanding Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result Continued focus on reduced workload: feedback and data collection Review skills and progression maps for all curriculum areas to ensure higher quality provision for all.
3. Standards in Core subjects	<ul style="list-style-type: none"> End of KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be above national average across core subjects and combined. KS2 combined to be at least above national average KS2 progress above 0 in R,W,M Phonics screening to be above national average 	<ul style="list-style-type: none"> End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be above national average KS2 combined to be at least above national average KS2 progress above +0.5 in R,W,M Phonics screening to be above national average 	<ul style="list-style-type: none"> End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be above national average KS2 combined to be at least above national average KS2 progress above +0.5 in R,W,M Phonics screening to be above national average
4. Standards in other subjects	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects. 	<ul style="list-style-type: none"> At least 80% of pupils working at the expected standard or above in foundation subjects. 	<ul style="list-style-type: none"> At least 85% of pupils working at the expected standard or above in foundation subjects.
5. Standards in EYFS	<ul style="list-style-type: none"> Good Level of Development to be above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, 	<ul style="list-style-type: none"> Good Level of Development to be above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, 	<ul style="list-style-type: none"> Good Level of Development to be above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension,

	<p>Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline.</p> <ul style="list-style-type: none"> At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs 	<p>Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline.</p> <ul style="list-style-type: none"> At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs 	<p>Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline.</p> <ul style="list-style-type: none"> At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs
6. Progress of different groups of learners	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in writing, maths and reading An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school Pupils with SEND achieve at least 2 ISP targets termly Summer born pupils in Year 6 perform in line with all pupils in Reading, Writing and maths. 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school Pupils with SEND achieve at least 2 ISP targets termly Summer born pupils in Year 6 perform in line with all pupils in Reading, Writing and maths. 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school Pupils with SEND achieve at least 2 ISP targets termly Summer born pupils in Year 6 perform in line with all pupils in Reading, Writing and maths.
7. Behaviour	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 95% of learning walks and observations 	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 95% of learning walks and observations 	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 95% of learning walks and observations
8. Attendance	<ul style="list-style-type: none"> Average attendance of all pupils at least the national average% Average attendance of disadvantaged is at least 94.5% 	<ul style="list-style-type: none"> Average attendance of all pupils at least 96.5% Average attendance of disadvantaged is at least 95% 	<ul style="list-style-type: none"> Average attendance of all pupils at least 96.5% Average attendance of disadvantaged is at least 95%
9. Inclusion	<ul style="list-style-type: none"> The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 Embed alternative provision 	<ul style="list-style-type: none"> The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 Consolidate alternative provision 	<ul style="list-style-type: none"> The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 Review alternative provision
10. Safeguarding	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties DSL training – SA/JS 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties
11. Health	<ul style="list-style-type: none"> Training of new Health and Wellbeing lead. Continue to participate in Active travel schemes Develop the role of Sports Ambassadors to promote inclusion and positive relationships Develop the role of pupil Well-being Ambassadors Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 In school ELSA trained to support pupil' mental health School maintains Healthy Schools Award 	<ul style="list-style-type: none"> Embed the role of Sports Ambassadors to promote inclusion and positive relationships Develop the role of pupil Well-being Ambassadors Continue to participate in Active travel schemes Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 In school ELSA trained to support pupil' mental health School maintains Healthy School Award 	<ul style="list-style-type: none"> Review the roles of Sports Ambassadors and Well-being Champions Continue to participate in Active travel schemes Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 In school ELSA trained to support pupil' mental health School maintains Healthy School Award

12. Parents and the Wider Community	<ul style="list-style-type: none"> • 95% of parents have downloaded the WEDUC app • At least 95% or parents will attend parents' progress meetings • At least 95% of disadvantaged families will attend parents' evenings • Parents will be invited to attend a celebration assembly at least once per term. • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • Friends of Thornton (PTA) to organise and run at least 6 events during the year • The school takes part in at least 6 visits in the local community • Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> • 95% of parents have downloaded the WEDUC app • At least 95% or parents will attend parents' progress meetings • At least 95% of disadvantaged families will attend parents' evenings • Parents will be invited to attend a celebration assembly at least once per term. • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • Friends of Thornton (PTA) to organise and run at least 6 events during the year • The school takes part in at least 6 visits in the local community • Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> • 95% of parents have downloaded the WEDUC app • At least 95% or parents will attend parents' progress meetings • At least 95% of disadvantaged families will attend parents' evenings • Parents will be invited to attend a celebration assembly at least once per term. • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • Friends of Thornton (PTA) to organise and run at least 6 events during the year • The school takes part in at least 6 visits in the local community • Parent volunteers engaged to support learning
13. British Values	<ul style="list-style-type: none"> • Each class to have a School Council representative voted for by the class. • Job centre – pupils to have responsibilities around school • Weekly British Values assembly embedded • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values • 1 aspect of British values each term on curriculum plans 	<ul style="list-style-type: none"> • Each class to have a School representative voted for by the class. • Job centre – pupils to have responsibilities around school • Weekly British Values assembly reviewed • British Values and SMSC reviewed in all curriculum areas. • At least 1 whole school display on British Values • 1 aspect of British values each term on curriculum plans 	<ul style="list-style-type: none"> • Each class to have a School Council representative voted for by the class. • Job centre – pupils to have responsibilities around school • Weekly British Values assembly embedded • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values • 1 aspect of British values each term on curriculum plans
14. Staff CPD	<ul style="list-style-type: none"> • Each member of staff to deliver at least 1 CPD activity as part of their subject leadership . • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff to deliver at least 1 CPD activity as part of their subject leadership • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff to deliver at least 1 CPD activity as part of their subject leadership • Subject leaders to monitor the impact of CPD

Review of Priorities for 2023/24

What did we want to improve?	What did success look like and what was its impact?	Next Steps?																																										
<p>Priority 1 -</p> <ul style="list-style-type: none"> Improving outcomes in reading and writing 	<ul style="list-style-type: none"> Staff received refresher training for Little Wandle Phonics scheme. Full training for new Y1 member of staff. Phonics screen results 90.5% This was due to consistent use of the scheme, use of assessment heat mapping and timely intervention. PPG pupils achieving phonics screen pass – 83% Out of the two pupils who re-took the phonics screen in Y2, 1 passed. The use of Little Wandle fluency for comprehension in KS1 and the continuation of 3 short sessions of reading comprehension and one longer focused session in KS2 have impacted positively with reading outcomes. Consistent use of The Write Stuff across the school has also impacted positively on writing increasing the percentage of EXS pupils. Further writing opportunities were introduced throughout the curriculum. Pupils were identified for support with writing who were not working at the expected standard. The progress and provision for these pupils was tracked throughout the year. Workshops were provided for parents on Phonics and early reading. Resources were also provided to help parents support with pupils learning tricky words. Opportunities for writing within the community were utilised (shared poetry homework, publication of pupils' work into a book, World Book Day activities). There was a focus on reading for pleasure with the Reading Pursuit game card and achievement prizes (books). All children had a reading for pleasure book. Family reading session invites – these were well attended. Pupils who were in receipt of PP received books throughout the year. Set up of new reading areas on classrooms. <p>Outcomes for Reading</p> <table border="1" data-bbox="577 1070 1379 1356"> <thead> <tr> <th>Year</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td colspan="7" style="text-align: center;">Overall</td> </tr> <tr> <td>Standardised score</td> <td></td> <td>105.4</td> <td>106.2</td> <td>110</td> <td>110.7</td> <td>105.3</td> </tr> <tr> <td>% EXS and above</td> <td>%</td> <td>73%</td> <td>73%</td> <td>90.5%</td> <td>81%</td> <td>93.3%</td> </tr> <tr> <td colspan="7" style="text-align: center;">Disadvantaged</td> </tr> <tr> <td>Standardised score</td> <td></td> <td>91.2</td> <td>112.75</td> <td>100.75</td> <td>114.4</td> <td>103</td> </tr> </tbody> </table>	Year	1	2	3	4	5	6	Overall							Standardised score		105.4	106.2	110	110.7	105.3	% EXS and above	%	73%	73%	90.5%	81%	93.3%	Disadvantaged							Standardised score		91.2	112.75	100.75	114.4	103	<ul style="list-style-type: none"> Continue Little Wandle provision. Monitor groups carefully particularly disadvantaged. Train the new member of LSA staff. Organise groups for Little Wandle comprehension in Y1 and Y2 and timetable. Train new members of staff in Write stuff and monitor provision. Monitor writing opportunities throughout the curriculum. Ensure pupils edit work for careless errors and schedule this time into lessons. Re-visit plans for teaching grammar. Timetable weekly slots. Start SATS papers in Summer Y5 for reading. Continue to track pupils not working at EXS. Push pupils towards GDS where possible. Organise workshops for parents and provide resources to support home learning. Continue to develop writing in the community. Continue family reading sessions. Enhance reading areas in the classroom. Improve the SS for disadvantaged in some year groups.
Year	1	2	3	4	5	6																																						
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Standardised score		105.4	106.2	110	110.7	105.3																																						
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	<table border="1"> <tr> <td>% EXS and above</td> <td>%</td> <td>25%</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td colspan="7">Outcomes for Writing</td> </tr> <tr> <td>Year</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td colspan="7" style="text-align: center;">Overall</td> </tr> <tr> <td>% EXS and above</td> <td>71%</td> <td>67%</td> <td>73%</td> <td>81%</td> <td>71%</td> <td>86.7%</td> </tr> <tr> <td colspan="7" style="text-align: center;">Disadvantaged</td> </tr> <tr> <td>% EXS and above</td> <td>50%</td> <td>25%</td> <td>100%</td> <td>50%</td> <td>80%</td> <td>100%</td> </tr> </table>	% EXS and above	%	25%	100%	75%	100%	100%	Outcomes for Writing							Year	1	2	3	4	5	6	Overall							% EXS and above	71%	67%	73%	81%	71%	86.7%	Disadvantaged							% EXS and above	50%	25%	100%	50%	80%	100%	
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% EXS and above	50%	25%	100%	50%	80%	100%																																													
<p>Priority 2 –</p> <ul style="list-style-type: none"> Improving outcomes in Mathematics. 	<ul style="list-style-type: none"> Timetabled arithmetic sessions have led to an improvement in basic arithmetic skills across the school. (10/15 pupils scored 30 and above in the KS2 SATS arithmetic paper). Timestables progress (71% of pupils scoring 20+) though regular practice and use of TT Rockstars. Participation in TT Rockstars England Rocks competition. Consistent use of the White Rose scheme. Use of Silver Star and APE challenges to encourage children to vocalise their understanding. Workshops./meetings for parents – Numicon, Multiplication Use of Active Maths sessions. Opportunity for children to talk about what they have been doing in Active maths during Celebration Assembly. <table border="1"> <tr> <td>Year</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td colspan="7" style="text-align: center;">Overall</td> </tr> <tr> <td>Standardised score</td> <td></td> <td>103.8</td> <td>103.5</td> <td>109.4</td> <td>111.3</td> <td>106.6</td> </tr> <tr> <td>% EXS and above</td> <td>%</td> <td>80%</td> <td>80%</td> <td>85.7%</td> <td>81%</td> <td>93.3%</td> </tr> <tr> <td colspan="7" style="text-align: center;">Disadvantaged</td> </tr> <tr> <td>Standardised score</td> <td></td> <td>97.2</td> <td>104.5</td> <td>97.5</td> <td>113.8</td> <td>109.5</td> </tr> <tr> <td>% EXS and above</td> <td>%</td> <td>50%</td> <td>100%</td> <td>75%</td> <td>80%</td> <td>100%</td> </tr> </table>	Year	1	2	3	4	5	6	Overall							Standardised score		103.8	103.5	109.4	111.3	106.6	% EXS and above	%	80%	80%	85.7%	81%	93.3%	Disadvantaged							Standardised score		97.2	104.5	97.5	113.8	109.5	% EXS and above	%	50%	100%	75%	80%	100%	<ul style="list-style-type: none"> Provide CPD for new staff on the use of White Rose. Ensure APE and Silver Star challenges are incorporated into teaching. Ensure arithmetic sessions are timetabled. Continue regular use of TT Rockstars. Arrange workshop meetings for parents. Continue Active Maths sessions. Monitor pupils for pushing to GDS. Improve the SS for disadvantaged in some year groups.
Year	1	2	3	4	5	6																																													
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Standardised score		103.8	103.5	109.4	111.3	106.6																																													
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% EXS and above	%	50%	100%	75%	80%	100%																																													
<p>Priority 3 –</p> <ul style="list-style-type: none"> Curriculum development 	<ul style="list-style-type: none"> Staff have received CPD on adaptive teaching and adapting the input as opposed to the task to ensure activities present challenge. Where some of the schemes used have three levels of challenge, teachers rarely use the simplified task. Work scrutiny shows the work presented to pupils presents challenge and is not too simplistic (OFSTED development point). Silver Star challenges are now being used in all subjects. 	<ul style="list-style-type: none"> Continue to monitor adaptive teaching. Ensure Silver Star Challenges are deepening understanding. Ensure tasks are not over simplified. Monitor the use of Silver Star Challenges across the curriculum. Monitor the use of writing tasks to ensure there is a variety of extended writing tasks across the curriculum. 																																																	

	<ul style="list-style-type: none"> • Deeper understanding has also been increased by the addition of more writing activities across subjects. • A continued focus on deeper level questioning, vocabulary development and its use. 	<ul style="list-style-type: none"> • Emphasise the use of deeper level questioning within teaching.
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Headline Results July 2024

Key	Below NA	Approx at NA	Above NA
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GLD (see cohort details for reasons for below % GLD)	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	80.8%	+0.8%	67.7%	+13.1%

Phonics screening Y1	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	90.5%	-3.3%	80.2%	+10.2%

KS2

KS2 SATs Reading		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score 105.3	Difference from previous year (+/-) +4.9
	EXP and ab	93.3%	+40.7%	74.2%	+19.1%		
	Greater depth	20%	-1%	28.5%	-8.5%		

KS2 SATs Writing		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score NA	Difference from previous year (+/-) NA
	EXP and ab	86.7%	+18.2%	71.8%	+18.2%		
	Greater depth	20%	+14.7%	12.9%	+7.1%		

KS2 SATs Maths		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score 106.6	Difference from previous year (+/-) +7.2
	EXP and ab	93.3%	+24.9%	72.2%	+20.3%		
	Greater depth	26.7%	+16.1%	23.8%	+2.8%		

KS2 SATs GAPS		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score 104.5	Difference from previous year (+/-) +2.87
	EXP and ab	86.7%	+23.5%	72.2%	+14.5%		
	Greater depth	20%	-6.3%	31.9%	-11.9%		

KS2 SATs Combined		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	86.7%	+39.3%	60.6%	+26.1%

	Greater depth	0%	0%	7.6%	-7.6%
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Key Priorities for 2024/25



Implementation Plan / Logic Model



Priority 1	Raise standards in Reading & Writing and Maths across the school to ensure end of KS2 outcomes remain consistently above national. Increase % GDS to at least national as a minimum in all areas.	Leader(s)	S Acton/J Simpson
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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"> Ensure all new staff receive induction training on the use of Little Wandle, The Write Stuff and White Rose Maths. Ensure simple errors in pupils writing are addressed. Support for KS1 reading comprehension is staff heavy. Ensure time is allocated within the timetable when the maximum number of staff are able to support groups. 	<ul style="list-style-type: none"> Some pupils make careless errors in their writing with capital letters and full stops. Some pupils do not practise tricky words/read regularly with an adult in Reception/KS1 at home. This affects early phonics and development of early reading skills. Some pupils do not practise tricky words/read regularly with an adult in Reception/KS1 at home. This affects early phonics and development of early reading skills. Some pupils do not read regularly at home higher up the school. 	<ul style="list-style-type: none"> Ensure combined remains at least national as a minimum. Increase GDS combined Increase percentage of GDS in all three areas to ensure it is at least national.

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Maintain above national phonics outcomes	EEF Phonics including small group and 1:1 intensive catch up	Train new staff in Little Wandle Phonics and Little Wandle Reading fluency. Provide refresher training for current staff. Continue to make use of Little Wandle heat mapping and intervention.	85%+ Y1 pupils pass the phonics screen % disadvantaged above national
Improve Reading outcomes across the school to ensure all year groups are working above national expectations for	EEF Reading fluency and development of prosody. Fluency development lessons.	Timetable support staff to deliver Little Wandle fluency comprehension throughout KS1.	Above national standards for Reading in every year group (75% EXS+ as a minimum) GDS target of 30% in every year group.

Priority 1	Raise standards in Reading & Writing and Maths across the school to ensure end of KS2 outcomes remain consistently above national. Increase % GDS to at least national as a minimum in all areas.	Leader(s)	S Acton/J Simpson
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
%EXS+. Increase the percentage of pupils working at GDS.	Research conducted by Rasinski	Purchase adequate book sets to continue to deliver throughout KS1 and into Y3. Research and implement new resources for the teaching of Reading comprehension in KS2 with more variety of question types and reading domain coverage. Re-visit teaching structure for short and long focussed sessions. Use of SATS questions and previous SATS papers in Y5 Summer term and throughout year Y6 to ensure pupils are familiar with expectations and to enable pupils to develop reading stamina to complete the whole paper. Re-introduce reading for pleasure incentives – Reading Pursuit board game during assembly. Purchase books for prizes.		Above national standards for writing and GPS in every year group (75% EXS+ as a minimum) GDS target of at least 15 - 20% for writing in every year group. Target of 33% (7/21 pupils) to achieve GDS for GPS in Y6 and for every year group.	
Improve Writing outcomes across the school to ensure all year groups are working above national expectations for %EXS. Increase percentage of pupils working at GDS.	Jane Considine EEF Improving Literacy in KS1 and KS2				
Improve Maths outcomes across the school to ensure all year groups are working above national expectations for %EXS+. Increase the percentage of pupils working at GDS.	EEF blog: Scaffolding High-quality Talk in Maths				

Priority 1	Raise standards in Reading & Writing and Maths across the school to ensure end of KS2 outcomes remain consistently above national. Increase % GDS to at least national as a minimum in all areas.	Leader(s)	S Acton/J Simpson
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
			<p>Staff to ensure reading areas in classrooms look appealing to pupils. Ensure reading for pleasure is made high profile and there are opportunities for children to choose books, share what they are reading and make recommendations to others. Purchase latest books and make available to pupils. Promote reading through staff recommendations. Monitor pupils who are not reading regularly at home. Encourage parental support. Put systems in place to address this.</p> <p>Train new staff in the use of The Write Stuff. Re-visit for current staff. Monitor Writing lessons across the school for consistency. Ensure all writing has an element of self/peer review/editing to address basic errors in spelling and punctuation. Ensure there are clear systems in place for this to take place during lessons (use of purple pens). A more in depth focus on spelling throughout the school. Regular spelling retrieval tasks. Timetabled grammar sessions. NTS GPS testing 3 times per year. Use of SATS papers in Y5 and Y6. Extra support in Y6 and intervention for identified pupils. Encourage support from home.</p> <p>Provide CPD for new staff in the use of White Rose, Silver Star Challenge, APE and timetabled arithmetic sessions. Re-visit for current staff. Monitor Maths and arithmetic lessons across the school for consistency. Develop scaffolding high quality talk in maths.</p> <p>Make greater use of SATS questions in Y5 and Y6 for Silver Star Challenge.</p> <p>Make greater use of Active Maths workshops and webinars. Introduce Teach Active homework weeks and participate in Teach Active competitions.</p> <p>Continue to target times table knowledge for the MTC in Years 3 & 4. Organise TT Rockstars themed day.</p>		<p>Above national standards for Maths in every year group (75% EXS+ as a minimum) GDS target of at least 25% for Maths in every year group.</p> <p>Target of 75% of pupils to achieve 25 marks plus in MTC</p>

Activity	Little Wandle reading books for Y3/4	Test Base subscription	Purchase of NTS GPS papers	CPD
Cost	£1000	£395	£600	£x



Implementation Plan / Logic Model



Priority 2	Curriculum development – ensure the curriculum provides challenge and opportunities to deepen knowledge.	Leader(s)	SA/JS
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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"> Retrieval needs to be a part of every lesson. Links are not always made with prior learning from previous years. Sometimes tasks are overly differentiated and do not provide sufficient challenge. End points in some curricular areas could be made clearer. Substantive and disciplinary knowledge could be made clearer in some curricular areas. Opportunities for themed days could be utilised more fully. Specialist CPD in Music would benefit some staff. 	<ul style="list-style-type: none"> Pupils do not always remember prior learning and make links. Pupils' written work is not always of the same standard as their written work during am teaching sessions. 	<ul style="list-style-type: none"> Ensure attainment across other curriculum areas remains at 75% +

Priority 2	Curriculum development – ensure the curriculum provides challenge and opportunities to deepen knowledge.	Leader(s)	SA/JS
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
What we plan to do	Research links where relevant	Implementation Activities		Targeted Pupil Outcomes	
Ensure retrieval or prior knowledge is an integral part of all lessons.	<p>Rosenshine (2012) Principles of instruction</p> <p>Sherrington T (2019) Rosenshine's Principles in Action</p> <p>Research and publications by Kate Jones (2019) Retrieval Practice Research and Resources for Every Classroom</p> <p>Research carried out and books written by Clare Sealy and Craig Barton</p>	<p>Share further examples of different types of retrieval activities. Monitor their use through learning walks, observations and book scrutiny</p> <p>Consider what substantive and disciplinary knowledge is core in subjects and assess against (focused WILF statements)</p> <p>Develop pupil self-assessment sheets to use as they are working through units to aid retrieval (I can/I know statements)</p> <p>Ensure planning develops pupils' broad understanding of subjects – tasks are challenging and deepen understanding. Review curriculum in all subjects for adequate challenge and deepening of understanding.</p>		80% of pupils to be working at EXS+ across all subjects.	
Identify core substantive and disciplinary knowledge. Develop pupil assessments against end points in foundation subjects and that end points provide the opportunity for a deep and broad understanding.	<p>Schwab 1988</p> <p>Chris Quigley 2022</p>	<p>Review trips from last year and re-book trips for this year in line with curriculum topics taking into account rotation in Y3/4. Organise topic experience days.</p> <p>Write Music Action Plan with new member of staff. Make link with LCC for support. Work towards Music Mark. Look into availability to provide music lessons for those children wanting to learn to play an instrument. Develop singing throughout the school – purchase new resources, school choir.</p>		75% of pupils to have the opportunity to take part in an extra-curricular sporting activity.	
Ensuring activities are challenging Adaptive teaching across the curriculum	EEF Moving from differentiation to adaptive teaching				
Curriculum enrichment – use of trips and experience days to deepen understanding.		<p>Allocate new member of staff to co-ordinate PE. Increase opportunities for extra-curricular sporting activities in addition to core PE lessons (lunchtime opportunities, use of ME Sports) Collect data on participation particularly of groups.</p>			
Develop Music throughout the school		<p>Obtain Water Smart School Award in water safety.</p>			
Develop PE and Sport throughout the school.					

Priority 2	Curriculum development – ensure the curriculum provides challenge and opportunities to deepen knowledge.	Leader(s)	SA/JS
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
Mental Health and Well-being – developing knowledge of the different elements of being healthy in mind and body.		Allocate and train new Mental Health Lead. Re-establish roles of pupil Mental Health Ambassadors. Mental health theme days.			

Activity	Theme days - resources	Time out of classroom for staff	Monitoring	CPD
Cost	£500	£x	£x	£x



Implementation Plan / Logic Model



Priority 3	Enrichment - Improve pupils' enjoyment of school, enhance learning opportunities, improve behaviour and social skills and impact positively on mental well-being and attendance.	Leader(s)	S Acton/ J Simpson/S Raja
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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"> The outdoors area could be utilised more. The outdoors area could be further developed. Trips out of school are now planned into the curriculum, could we provide our own experience days to enhance learning? 	<ul style="list-style-type: none"> Encourage pupils to participate in a range of activities during lunchtimes. Improve social skills during less structured times Provide responsibility through Play Leader roles Improve attendance of PP pupils. 	<p>80% of pupils to be working at EXS+ across all subjects.</p>

Priority 3	Enrichment - Improve pupils' enjoyment of school, enhance learning opportunities, improve behaviour and social skills and impact positively on mental well-being and attendance.	Leader(s)	S Acton/ J Simpson/S Raja
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
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What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Enhance outdoor learning opportunities	EEF Outdoor learning – support for pupils to develop non-cognitive skills(resilience, self-confidence, motivation and improve mental well-being)	<p>Development of the outdoor learning area Phase 1. Complete forest outdoor learning area (outdoor classroom, seating, canopy)</p> <p>Incorporate its use into the curriculum – add onto plans</p> <p>Complete wild flower area and butterfly haven Clear trim trail and undergrowth. Construct path and topsoil either side. Purchase signs/information plaques for bird/insect and butterfly identification. Incorporate into the curriculum.</p> <p>Allocate and train member of staff in Forest Schools. Cascade relevant skills and information to staff. Integrate into the curriculum.</p>	<p>Improve outcomes in Science/PE/Geogrpahy (target 80% EXS+) and other curricular areas where lessons lend themselves to outdoor learning.</p> <p>Improve socialisation skills for younger pupils, impacting positively on attitude and behaviour.</p> <p>Improve pupil wellbeing.</p> <p>Provide extra responsibility for older pupils. Greater uptake of roles in the Job Centre.</p> <p>Positive results on parent and pupil questionnaires.</p> <p>Improved attendance of key groups of pupils.</p>
Introduce Forest Schools		<p>Develop outdoor area (top playground) for younger pupils to aid transition from Reception to KS1. Develop KS2 area.</p> <p>Develop KS1 activity area. Purchase equipment, tuff spots. Shaded area on top playground. Support lunchtime staff to enable area to be fully utilised. Pupils to take on responsibilities to support younger pupils in their play. Development of Play Leaders.</p>	
Enhance lunchtime provision		<p>Purchase canvas canopy for grassed area.</p> <p>Purchase play equipment for KS2. Support lunchtime staff to enable the area to be fully utilised.</p> <p>Purchase additional equipment for gardening areas. Purchase raised beds. Incorporate into after school provision and the main curriculum.</p>	
Enhance areas of the school ground to aid curriculum and after school provision.			

Priority 3	Enrichment - Improve pupils' enjoyment of school, enhance learning opportunities, improve behaviour and social skills and impact positively on mental well-being and attendance.	Leader(s)	S Acton/ J Simpson/S Raja
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Start Date:	August 2024	Mid-Review:	February 2025	Evaluation Date:	July 2025
Continue to provide an increasing range of After-school activities.		Continue to develop a range of activities after school (develop Mondays in particular to include orienteering and Forest Schools).			

Activity	Development of outdoor area	Lunchtime equipment	Forest Schools training	
Cost	£500 plus Grant from national Forest	£500	£500 plus grant	£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	Training of new staff in Little Wandle, Write Stuff	Teacher days, joint observation opportunities	Observations show consistent practice in the teaching of phonics and delivery of The Write Stuff.		SA/JS Report to governors
Priority 2	Staff CPD on substantive and disciplinary knowledge	Staff meetings	Subject leaders develop curriculum plans to include different types of knowledge.		SA/JS Report to governors
Priority 3	Staff training in Forest Schools	National Forest recommended training	Member of staff will receive basic training to be able to utilise the forest learning area in school	National Forest grant	SA/JS Science Subject lead

Other headline CPD					
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Governance Review, Development and Monitoring Plans

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like / what is the impact ?
To consider the skills and competencies of the school's governing body	<p>Completion of individual skills audit forms to identify skills, competencies and experience to determine where gaps may exist so that these can be addressed through training.</p> <p>Reference made to running record of training completed.</p>	<p>To be undertaken and completed by the Training Governor (AH) at the beginning of Autumn Term.</p> <p>Training Governor then to arrange appropriate training for governors as requested.</p>	The governing body to ensure that all statutory duties are met for the year and that development continues so gaps in the skills audit continue to be minimised.
Election of governors for 2024/2025 (1 vacancy)	<p>Re-structure of Governing board. Election of new chair.</p> <p>Governor recruitment will be a focus in the Autumn term but also throughout the school year to ensure that there is the appropriate balance of skills, experience within the governing body and that it remains quorate.</p>	Governor vacancies and structure to continue to be a standing agenda item at each FGB so that the pre-emptive action can be taken.	<p>The governing body ensure that all statutory duties are met for the year</p> <p>Review of governing body structure and programme of work for the year</p>
<p>To improve engagement with the school community.</p> <p>To improve how we listen to, understand and respond to our pupils, parents and staff.</p>	<p>Governor profiles on the school website.</p> <p>SA to include information about the members of the governing body on newsletter/Governor Newsletter.</p> <p>A governor representative to attend Parents' Evening and to be available if parents request</p> <p>A governor to attend a School Council meeting at least twice a year.</p>	<p>Autumn term</p> <p>Newsletters</p> <p>Autumn Term Parents' Evening</p> <p>Attend two meetings start and end of the year.</p>	Minutes of meetings recording how stakeholders views have been sought and actions taken by the governing body as a result.
To ensure that governor's knowledge of the school is up to date and relevant	<p>Governors to undertake individual learning walks on a regular but ad hoc basis – these are to tie in with priority areas for development.</p> <p>Governors to ensure that they visit the school twice a year to formally meet with their curriculum partner to take part in subjects leaders curriculum monitoring and also to present deep dive questions</p>	<p>Learning walks ad hoc and agreed with SA in advance to ensure availability of the staff etc. and also that visits link with the Core Strategic Plan.</p>	<p>The governing body ensure that all statutory duties are met for the year</p> <p>To monitor school improvement priorities and understand the progress made against them.</p>

	<p>to subject leaders in the subjects prioritised by the school.</p> <p>Governors to be invited when Subject Leaders are carrying out monitoring activities so they can be part of the monitoring process.</p>	<p>Governor monitoring visits to be undertaken in November and June as per the Governors' Programme of work for 2024 -25/invitations from Subject Leads when they are carrying out monitoring activities.</p>	
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