




Leckhampton C of E Primary School Improvement Plan 2023-2024

Areas for Improvement

1.	The new system for assessing pupils' work is not fully established. Consequently, subject leaders' understanding of how well pupils are learning is not consistent across the school. Leaders need to make sure that the assessment system is developed further.
2.	Consistently implement the school's new strategy for teaching early reading for those pupils who need to catch up. Ensure that the new phonics strategy is embedded in the practice of all staff.
3.	Increase proportions of pupils attaining greater depth standards in reading, writing and mathematics to at least pre-Covid levels at Key Stage 2.
4.	Review and refine the school's Teaching, Learning and Assessment Model. Across the curriculum, teachers plan effective teaching sequences and tasks that enable pupils to focus on relevant learning objectives and as a result, are given opportunities to demonstrate high quality, independent work.
5.	Disadvantaged pupils receive individual support and interventions that enable them to achieve in line with their peers.
6.	In partnership with parents, further develop effective ways to support children with SEND and those who are at the early monitoring stages.

Contributors:	<p>Samantha Porter– Headteacher (SJP) Sarah Bird– Deputy Headteacher (SB) Sue Taylor – Assistant Headteacher (ST) Lead Teacher – Alesia Sullivan (AS) Suzie Pinless – SENCO (SP) Leigharna Heath, Leah Thomas, Adam Slade, Georgia Flook - Middle Leadership Team (LH, LT, ASI, GF) Paul Harriss – Chair of Governors (PH)</p>	Colour Codes:
		<p>Achieved </p> <p>In Progress </p> <p>Not Completed </p> <p>Not Started</p>

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1. The new system for assessing pupils' work is not fully established. Consequently, subject leaders' understanding of how well pupils are learning is not consistent across the school. Leaders need to make sure that the assessment system is developed further.

Start Date	Actions	Staff Lead	Monit'd by	Success Criteria	Monitoring & Evaluation	Key Milestones	RAG Rating	Follow Up Actions	Time Scale	Person
Sept 23	a. Introduce system to new teaching staff.	ASI	SJP	All teaching staff understand the system and what this means for their day to day practice. Teachers are able to use the system with ease.	Check assessment has been covered through Induction Training and ECT time.	During induction. Refresher training.				
Sept 23	b. Finalise annual overview of assessments across each year group. Share overview with all staff.	SB/ASI	SB	A clear plan is available for staff, which ensures that they can plan and deliver assessments in a timely manner.	Leadership Time	September 23				
On-going	c. Teachers use SONAR to record assessments in all subjects.	ASI	SJP	Teachers use Sonar to regularly record pupil achievement. An accurate, comprehensive profile of assessments is available in all subjects.	Middle Leadership time to be used to assess how Sonar is being used and updated.	Ongoing Middle Leadership time to evaluate assessment data.				
Dates agreed	d. Assessment Lead to coordinate and lead Assessment Drop In day for colleagues to provide additional support and guidance to individuals.	ASI	SB	Teachers feel supported and confident in using the new system and the information that it can provide.	Assessment Lead to coordinate day supply and to feedback findings to Leadership Team in next meeting.	29th September 8th December 5th February 12th June				
Sept 23	e. Develop a system which supports teachers and leaders in assessing finer steps of progress for pupils with complex and/or significant SEND.	SB/SP/ AS/ASI	SJP	Attainment and progress for pupils with complex and/or significant SEND is tracked and clearly identifies areas for development and successes. The data produced is relevant, informative and assists in planning the next steps in child's development.	Assessment Lead/SENDCO to update Leadership Team and Governors in scheduled meetings.	December 2023				
May 23	f. Subject Leaders to receive training in interpreting and analysing foundation subject data from Sonar.	ST	SJP	Subject leaders know and can evidence what below, at and above ARE looks like in their subject. They also recognise greater depth. Subject leaders are able to articulate the data for different groups across the school. They know which groups are performing well and	AHT to feedback to leadership team and to contribute to HT reports at MGB. Subject leaders to attend CSP meetings	Ongoing support through staff meetings and in-service training. CLP network meetings.				ST

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				those which require further intervention.	to share actions and impact with Governors.					
On-going	g. Subject leaders to undertake cross phase and cross school moderation. In school work and planning scrutiny, lesson visits leads to clear and concise action planning for improvement.	ST	SJP	Subject Leaders share this with other leaders and are able to plan and implement the necessary actions for improvement with support from the wider leadership team.	AHT to feedback to leadership team and to contribute to HT reports in MGB.	In line with subject focus timetable.				ST
On-going	h. Termly review and analysis of data produced by subject leaders and coordinated by Assessment Lead.	ST/ASI	SJP	Governors understand and interpret the data presented to them by subject leaders, which assists them in understanding the schools strengths and weaknesses. Data assists in identifying key trends and areas for improvement for the future.	Reports submitted to governors in advance of meetings. Challenge and support from CSP committee.	Data presented in line with Assessment overview.				
Evaluation										

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2. Consistently implement the school's new strategy for teaching early reading for those pupils who need to catch up. Ensure that the new phonics strategy is embedded in the practice of all staff.

Start Date	Actions	Staff Lead	Monit'd by	Success Criteria	Monitoring & Evaluation	Key Milestones	RAG Rating	Follow Up Actions	Time Scale	Person
Sept 24	a. English Team meeting to update key actions and priorities following inspection.	SJP	SJP	Clear programme of actions set out.	Regular English Team review meetings	October 2023				
Sept 24	b. Evaluate EYFS reading interventions. When do these interventions take place and how are they delivered? What is the impact on pupil outcomes? Evaluate how continuous provision supports reading.	Eng Team	SH/LH/SJP	Interventions in EFYS are timely and effective. Continuous provision enhances reading support and enables pupils to practice key reading skills.	SH/LH to evaluate provision in EYFS. Feedback findings to Leadership Team.	December 2023				
Sept 24	c. To support pupils in Years 4 – 6 who have been identified as needing additional support. d. Ensure phonically decodable books go home. e. Provide Grow the Code Sound Mats for home use. f. Banded books or Badger books to be used when reading for pleasure.	Eng Team	SJP	Pupils in Years 4 – 6 are well equipped with scaffolds and supports to Catch Up and Keep Up with their peers. All resources are targeted to assist in closing gaps. Parents work in partnership with the school and understand how their child is being supported.	Leadership Meeting Feedback. CSP meeting update. English Team to monitor support in place for catch up pupils.	Ongoing				
Sept 24	g. Staff training on Reading planning and delivery of reading practice sessions for	Eng Team	SJP	Reading Plan proforma used by all staff after Easter break.	English Team to monitor planning and quality of pupil tasks.	Ongoing				

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		new colleagues. Monitor and evaluate planning and delivery of reading practice/ reading sessions across each phase.								
Nov 23	h.	Reading Interviews defined and clear plan for each group. Teaching Partner training ensures all staff understand their role and responsibilities when conducting reading interviews.	Eng Team	SJP	Consistent approach and delivery of reading interviews across all classes and year groups. TPs provide exceptional opportunities for pupils to develop their reading skills when conducting reading interviews.	English Team to evaluate the effectiveness of reading interviews. Feedback to CSP committee.	February 2024			
Sept 24	i.	Provide ongoing training to ensure that the school's phonics strategy is used consistently by all staff.	Eng Team	SJP	All phonic lessons and activities are delivered with fidelity to the Little Wandle Scheme.	Phonics lead to monitor lessons across EYFS and KS1. Feedback findings to Leadership team and CSP committee.	Ongoing			
Evaluation										

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3. Increase proportions of pupils attaining greater depth standards in reading, writing and mathematics to at least pre-Covid levels at Key Stage 2.

Start Date	Actions	Staff Lead	Monit'd by	Success Criteria	Monitoring & Evaluation	Key Milestones	RAG Rating	Follow Up Actions	Time Scale	Person
Oct 23	a. Review the Action Planning which takes place at class level to identify and target groups of GDS pupils. From review, develop an action plan which enables teachers and leaders to accurately identify and plan for target groups of pupils including those working at or towards greater depth.	AS, SB	SJP	An action plan is in place which enables teachers and leaders to identify target pupils and actions which are set to assist in accelerating progress for pupils. The action plan reflects the demands of teacher's workload and is a useful tool.	AS to monitor and evaluate the quality of the action plans and to ensure that they translate into daily planning for teachers. Adaptations or scaffolds are evident in the lesson and have a clear impact on pupils' ability to access the learning.	October 23				
Nov 23	b. Aligning with the Teaching and Learning Model ensure teachers are planning effective sequences of lessons which promote deeper questioning opportunities and challenge. Planning formats to be reviewed.	SJP, ST, SB, AS	C,S,P Comm	The Teaching, Learning and Assessment Model reflects the current practice of the school and outlines with clarity the way in which high quality teaching and learning experiences are crafted and delivered. It also outlines the imperative role that assessment plays in the cycle.	The leadership team to monitor and evaluate impact through lesson visits. Ensure all lessons meet the expectations of the T, L and A model.	January 24				
Sept 23	c. Programme of CPD for teachers supporting the development of a dynamic teaching approach.	SJP, ST, SB, AS	SJP	CPD is highly effective in supporting teachers to develop and use strategies which meet the individual needs of pupils in a dynamic manner. Teaching is responsive, engaging	Leadership Team to evaluate the impact of the CPD and how this translates into lessons and pupil experience. Lesson visits demonstrate that teaching engages pupils and that staff use a range of approaches to	From January 24				

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				and leads to high quality learning opportunities.	suit the content of the lesson.					
Sept 23	d. Plan and deliver intervention programmes for pupils who have or at risk of regression from GDS.	All staff	SJP	Intervention programmes are highly effective in enabling pupils to close gaps where they are not meeting expectations or regression has taken place.	Assessment data is evaluated to ensure that pupils remain on track to meet their targets. They are well supported through effective intervention programmes which are evaluated for effectiveness regularly.	Ongoing				
Sept 23	e. Lesson visits combined with pupils work book scrutiny.	Leadership team and SL's	SLT	Lesson visits and work scrutinies demonstrate that the school's teaching, learning and assessment model and policy is adhered to and leads to improvements in outcomes for pupils.	Lesson visit outcomes shared on Perspective for leaders to see, to ensure a coordinated approach to support and challenge. Interim Performance Management reviews to be held in February. Governor Monitoring visits.	As part of monitoring cycle				
Sept 23	f. Monitor standards of attainment across the school in core subjects. <ul style="list-style-type: none"> • Key Stage meetings • Scrutiny of assessment data • SL's reports to leadership • Leadership meetings • Work Scrutinies • Pupil Voice 	Leadership team and SL's	SLT	Standards of attainment remain high and proportions of pupils meeting GDS meet pre-covid standards in reading, writing and maths at the end of KS2. Year groups 3 – 5 ensure that pupils assessed at GDS at the end of KS1 continue to make progress so that they are able to	Leadership meeting agenda item Interim Performance Management reviews to be held in February. Governor Monitoring visits.	Scheduled events across academic year.				
Evaluation										

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4. Review and refine the school’s Teaching, Learning and Assessment Model. Across the curriculum, teachers plan effective teaching sequences and tasks that enable pupils to focus on relevant learning objectives and as a result, are given opportunities to demonstrate high quality, independent work.

Start Date	Actions	Staff Lead	Monit'd by	Success Criteria	Monitoring & Evaluation	Key Milestones	RAG Rating	Follow Up Actions	Time Scale	Person
Nov 23	a. Consult with wider leadership and whole staff on current model.	SJP, SB, ST, AS	SJP	Staff share WWWs and EBIs of current model.	Feedback to be analysed by SLT and integrated into reviewed model.	30 November 23				
Dec 23	b. Review model in line with current practice by asking the following questions; Do current practices align with the long term curriculum plan? Are they in line with the school’s vision, values and aims? Are current practices informed by effective practice and supported by research/tried and tested methods? Does the document adequately inform stakeholders of the school’s expectations and our long term aims?	SB, ST, AS	SJP	Model reviewed and action key questions to ensure that it; <ul style="list-style-type: none"> • Aligns with long term curricular planning • Is in line with school’s vision, values and aims. • The model reflects current educational thinking and is based on research. • Effectively informs stakeholders of the school’s long term expectations. 	CSP Governor Committee to monitor progress towards objectives. Review of draft document to be shared with Leadership Team, staff and Governors.	January 24				
Feb 24	c. Present changes to C, S and P committee.	SB, ST, AS	SJP	Changes presented and approval given.	Interim review of policy/model in July 24 to ensure minor amendments are considered prior	January 24				

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					to full review in July 27.					
	d. Review current medium term planning across each subject area. Make recommendations to staff based on findings in line with the new T and L model requirements.	Sub leader, ASI, GF, LH, LT, ST, SB and AS	ST	Medium term planning demonstrates that teachers plan in accordance with the Teaching, Learning and Assessment Model.	Subject leaders review and evaluate medium term planning for compliance and quality. Lesson visits reflect the expectations outlined in the T, L and A Policy. WWWs and EBIs relate to the policy and guide teachers in meeting the needs of all pupils.	Jan 24 and then ongoing				
Nov 23	e. Review pupil tasks through work and planning scrutiny. Ensure tasks enable pupils to think about the learning objective and use their newly gained knowledge and skills to deepen understanding.	Sub leader, ASI, GF, LH, LT, ST, SB and AS	SB, ST, AS	Lesson Visits and Work Scrutinies demonstrate that pupils are able to focus on the learning objective, without extraneous information. Pupils are able to use and apply their knowledge, understanding and skills in a range of contexts.	Governor visits Lesson visits Planning and Work scrutiny Lead teacher to gain pupils voice through learning ministry	November 23 – July 24				
Dec 23	f. Subject leaders to evaluate pupil outcomes. In school moderation and external moderation as parent of CLP.	Sub leader, ST	ST	Subject leaders are able to evaluate the data readily available to them in a meaningful way. They use the data to question, challenge and develop a series of steps which enable staff to make improvements where necessary.	Governor subject leaders visits Leadership meetings Attendance at CLP meetings	Termly in line with Assessment overview				
Evaluation										

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5. Disadvantaged pupils receive individual support and interventions that enable them to achieve in line with their peers.

Start Date	Actions	Staff Lead	Monit'd by	Success Criteria	Monitoring & Evaluation	Key Milestones	RAG Rating	Follow Up Actions	Time Scale	Person
Jan 24	a. Provide targeted support for EYFS literacy and early language intervention	LH, Eng Team	SB	Pupils meet at least age related expectations in phonics. Phonics interventions are timely and support children in catching up quickly. Children are secure in their early phonic and reading knowledge, which provides a strong foundation on which to build a love of reading.	Little Wandle intervention assessment data to be shared with Leadership Team Governor visits to monitor progress towards Ofsted key priority. Subject and Middle Leader Progress Meetings.	Ongoing				
Sept 23	b. Specific reading strategies to support readers working below age related expectations in order to accelerate progress.	Eng Team	SB	Reading strategies enable pupils to catch up and keep up. Pupils make accelerated progress towards age related expectations.	Little Wandle intervention assessment data to be shared with Leadership Team Governor visits to monitor progress towards Ofsted key priority. Subject and Middle Leader Progress Meetings.	Termly				
Feb 24	c. Specific reading activities to support Reading Culture for disadvantaged pupils.	SB, GF	SB	Pupils access additional reading activities and opportunities which enables them to develop a culture of reading. Pupils have access to high quality books.	Leadership meetings assess progress towards targets	Ongoing				

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Sept 23	d. Dedicated Learning Mentor to provide daily 1 to 1 and small groups support – pastoral and academic to KS2 pupils.	SB, HM	SB	Barriers are removed for disadvantaged pupils. They are supported to make accelerated progress and achieve in line with their peers. Pupils receive pastoral support which enables them to build the confidence and characteristics required to become independent and successful learners.	SLT to monitor impact of learning mentor support. Pupils voice to identify ways in which support can be made more personalised.	Termly					
Sept 23	e. To provide opportunities for pupils to access extracurricular activities which build self-belief, cooperation and resilience.	SJP, SBSB		The range of opportunities provided to pupils enables them to build self-belief, confidence, the ability to cooperate and resilience when faced with challenges.	Review of club uptake and feedback from pupils. Pupils premium reports to the Governing Body	Ongoing					
Sept 23	f. To ensure that lateness and absence is addressed at the earliest opportunity and to support families in ensuring pupils are both on time and in school regularly.	SJP, SB, ST	SB	Pupils arrive at school on time and attendance is at least in line with the school's average annual attendance figure.	Reports on attendance and lateness shared with	Termly					

Evaluation

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6. In partnership with parents, further develop effective ways to support children with SEND and those who are at the early monitoring stages.

Start Date	Actions	Staff Lead	Monit'd by	Success Criteria	Monitoring & Evaluation	Key Milestones	RAG Rating	Follow Up Actions	Time Scale	Person
Sept 23	a. Continuation and development of the "Coffee Mornings".	SP, SJP	SJP	The coffee mornings continue to be warmly welcomed by parents in attendance. They grow and evolve to meet the needs of families,	Feedback from parents. Leadership team to evaluate the impact of the time dedicated to the mornings.	Termly				
Sept 23	b. Face to face My Plan reviews to offer parent time to see teachers - especially important at the end of the year when new plans are formulated for the new academic year.	SP, all staff	SJP	Parents report that they value the opportunity to meet with teachers face and face and that the impact is greater than previous ways of communicating.	Feedback from parents.	Ongoing				
Sept 23	c. Development of Inclusion Handbook for parents.	SP, SB	SJP	An Inclusion Handbook is produced which	Initial draft produced. Draft edited by parents' working party. Final draft to be approved by SJP	Final Draft Dec 23 Publication March 2024				
Sept 23	d. Intervention letters to provide greater detail on what is taking place and how this will work.	SP	SJP	Intervention letters are in line with parents' feedback and align to the Inclusion Handbook.	Leadership meetings to review impact. Feedback from coffee mornings.	From September and then ongoing updates.				
Evaluation										