



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Glen Hills Primary School



Core Strategic Plan 2023/2024

Received by LGB	September 2023
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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2023-2024	2024-2025	2025-2026
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	Review / Implement	Embed	Embed
	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'	Review / Implement	Embed	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Review / Implement	Embed	Embed
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	Review / Implement	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Review / Implement	Embed	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Review / Implement	Embed	Embed
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	Review / Implement	Embed	Embed
	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	Embed	Review / Implement	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	Embed	Review / Implement	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	Embed	Review / Implement	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Review / Implement	Embed	Embed
	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)	Embed	Review / Implement	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

Leadership Team						
Rebecca Wesley Headteacher	Amy Smith Deputy Headteacher	Ben Storey Deputy Headteacher	Louise Onions Assistant Headteacher	Sharon Brown EYFS Leader	Rachel Cole SENDCo	Natalie Smith Business Manager
<ul style="list-style-type: none"> Designated safeguarding lead Strategic direction Standards and Progress Curriculum teaching and learning Attendance lead Performance management teachers 	<ul style="list-style-type: none"> Deputy designated safeguarding lead Deputise in absence of Headteacher EVC Behaviour Phase 2 Science Lead ECT lead Performance Management, incl. support staff SMSC lead 	<ul style="list-style-type: none"> Deputy designated safeguarding lead Deputise in absence of Headteacher EVC Behaviour Phase 1 English facilitator Assessment co lead Performance Management 	<ul style="list-style-type: none"> Deputise in absence of Headteacher/deputy Behaviour support Maths lead GDS Performance Management 	<ul style="list-style-type: none"> EYFS lead for standards and progress Performance Management Teacher EYFS Deputise in absence of Head//Deputy/Assistant Head Line Management EYFS staff 	<ul style="list-style-type: none"> Deputy designated safeguarding lead Pastoral support Teacher Inclusion Groups Leads SEND coordination. 	<ul style="list-style-type: none"> Finance Premises HR Procurement Health and safety Performance management and line management of non-teaching staff

Subject / area responsibilities		
Subject / area	Staff name	Governor link (if applicable)
LAC/PLAC and Pastoral lead/mental health/Behaviour	Fatima Variava	Jon Sutcliffe (LAC) and Rebecca Dempsey (Mental Health)
Computing	Adam Walker	
Disadvantaged/Pupil Premium	Ben Storey	Diane Tse
SENDCo	Rachel Cole	Jon Sutcliffe
Greater Depth	Louise Onions	Caroline Smith
Mathematics	Louise Onions	Jon Sutcliffe
English Facilitator	Ben Storey	Caroline Smith
Writing	Kerry walker	Caroline Smith
PE	Dale Bolsover	Rory James
Science and SMSC	Amy Smith	Amy Smith

Geography	Sarah Walters	
History	Reema Patel	
Music	Caroline Roper	
French	Imogen Lambden	
Art	Rachel Bretherton	
DT	Rebecca Orme	
RE	Sheron Bahia	
Local Community and British Values	Louise Layshley	
Environment/ECO Team	Mel Linford	
Library and Marking and feedback	Izzi Owczarek	
Reading	Helen Robinson	Caroline Smith
PSHE/RSE	Helen Wilcox	Caroline Smith
School Council	Emma Connolly	
Intervention Analysis	Adam Walker	Ben Storey
Phonics and Early Reading	Sukhi Kaur	Caroline Smith
Handwriting	Katie Wilkins	
EYFS	Sharon Brown and Rachel Nutbrown (shadow)	Caroline Smith
Enrichment	Dale Bolsover	

Long Term Development Plan

Focus Area	2023/24	2024/25	2025/26
1. Leadership and management (including governance)	<ul style="list-style-type: none"> SLT new structure - Headteacher, Deputy, Assistant New school website meets all statutory requirement 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) 	<ul style="list-style-type: none"> School website meets all statutory requirement 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 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 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 Embed the teaching and assessment of substantive and disciplinary knowledge in all subject areas Embed cross links of KO to support retrieval and long term memory alteration. 	<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 Embed the teaching and assessment of substantive and disciplinary knowledge in all subject areas Embed cross links of KO to support retrieval and long term memory alteration. 	<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 Embed the teaching and assessment of substantive and disciplinary knowledge in all subject areas Embed cross links of KO to support retrieval and long term memory alteration.
3. Standards in Core subjects	<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 above national average KS2 progress above 0 in R,W,M Phonics screening to be at least 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 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 in R,W,M Phonics screening to be above national average
4. Standards in other subjects	<ul style="list-style-type: none"> At least 70% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects
5. Standards in EYFS	<ul style="list-style-type: none"> Good Level of Development to improve At least 10% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. At least 10% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs 	<ul style="list-style-type: none"> Good Level of Development to be at national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs 	<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, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. 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 maths, reading and writing 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 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing 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 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing. 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

7. Behaviour	<ul style="list-style-type: none"> • Low numbers of 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"> • Low numbers of 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"> • Low numbers of 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 95% • Average attendance of disadvantaged is at least 94% 	<ul style="list-style-type: none"> • Average attendance of all pupils at least 95.5% • Average attendance of disadvantaged is at least 94.5% 	<ul style="list-style-type: none"> • Average attendance of all pupils at least 96% • Average attendance of disadvantaged is at least 94.5%
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 	<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 	<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
10. Safeguarding	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • Embed schools safeguarding recording system • DSL Training 	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • DSL training 	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • DSL training
11. Health	<ul style="list-style-type: none"> • 2 hours per week of quality PE • Behaviour CPD • Embed Happy Lunchtimes • Offer a good number and variety of extra-curricular and enrichment activities to Y1-6 • In school ELSA trained to support pupil' mental health • The school will maintain its Platinum Sports Award • 	<ul style="list-style-type: none"> • Review Happy Lunchtimes to promote inclusion and positive relationships • 2 hours per week of quality PE • Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 • In school ELSA trained to continue to support pupil' mental health • School achieves Healthy School Award 	<ul style="list-style-type: none"> • Review Happy Lunchtimes to promote inclusion and positive relationships • 2 hours per week of quality PE • Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 • In school ELSA trained to continue 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 school app • At least 90% of parents will attend parents' progress meetings • At least 90% of disadvantaged families will attend parents' evenings • Parents will be invited to attend a celebration event • Parents invited to a class assembly once per year • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • PSA 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 W app • At least 90% or parents will attend parents' progress meetings • At least 90% of disadvantaged families will attend parents' evenings • Parents will be invited to attend a celebration event • Parents invited to a class assembly once per year • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • PSA 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 90% or parents will attend parents' progress meetings • At least 90% of disadvantaged families will attend parents' evenings • Parents will be invited to attend a celebration event • Parents invited to a class assembly once per year • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • PSA 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"> • Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values 	<ul style="list-style-type: none"> • Job centre – pupils to have responsibilities around school • Look at use of Picture News in year group assemblies – weekly British Value • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values 	<ul style="list-style-type: none"> • Job centre – pupils to have responsibilities around school • Use of Picture News in year group assemblies – weekly British Value • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values
14. Staff CPD	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD

Review of Priorities for 2022/23

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
<p>Priority 1 –Improve writing outcomes</p> <ul style="list-style-type: none"> • To increase opportunities for short writes across a week that embed skills and build towards an extended write. • To ensure a consistent approach to teaching handwriting in all classes and set and maintain high expectations for handwriting and presentation. • To ensure consistent and progressive teaching of high quality vocabulary and challenge all learners to use 	<ul style="list-style-type: none"> • Handwriting is correctly formed, neat, equally spaced and of the correct orientation and size comparative to the rest of the child's writing based on new GH writing scheme. • Vocabulary in writing that challenges and avoids pleonasm with the use of unnecessary adjectives. • Using Rainbow Grammar cards as needed as part of the drafting process of writing and in editing to ensure that all writing is grammatically correct and that sentence structure is varied and children understand how to form a sentence. • Year 6 Writing improved EXS, GDS and disadvantaged increased -82% to 86% EXS, GDS 10% to 21%, Disadvantaged 62% to 73% 	<p>Handwriting improvements to continue and be regularly scrutinised to ensure appropriate progression and expectations across all year groups to ensure expectation met for year 6 and SATs. Ensure new scheme followed for each year group as appropriate. Continue to monitor staff using Jason Wade training – book scrutiny and observations linked to vocabulary. Continue to monitor correct teaching of Rainbow Grammar and progression of knowledge across year groups. Ensure new staff trained and staff remain proficient in its use and RG used in extended writes.</p>

<p>vocabulary learnt this year, and in previous academic years, in their writing.</p> <ul style="list-style-type: none"> To ensure opportunities that encourage children to use Rainbow Grammar knowledge in extended writing. 		
<p>Priority 2 – Developing retrieval and diagnostic assessment to improve long term memory across the curriculum and raise Greater Depth standard, including developing knowledge of vocabulary.</p> <ul style="list-style-type: none"> To improve the level of challenge and attainment of pupils with a focus on developing vocabulary (progression of language) To provide enrichment activities to inspire and motivate GDS. To improve consistency of approach for GDS work set and terminology/challenge stars across the school in teaching GDS standard To improve accuracy of teacher assessment through moderation and CPD. To refine and embed high quality Knowledge Organisers to challenge and embed knowledge into pupils long term memory. To refocus differentiation to raise the level of challenge to KS1 To improve understanding of expectations for GDS, what does it look like and how to achieve in writing (priority area) 	<ul style="list-style-type: none"> Improved understanding of what challenge looks like Use of Knowledge Organisers to retain key information linked to long term memory recall. Introduction of red folder for Knowledge organisers Improved motivation and desire to succeed and challenge themselves. Pupils participating in challenging activities to develop their higher order thinking. GDS writing Year 6 CPD improved 10 to 21% More mixed ability seating (as opposed to ability seating) No ceiling of level of work set 	<p>Retrieval KO vertical, horizontal and diagonal links to be introduced KO to be used in all subjects in all areas from y2 upwards Continue use of star stickers so children more aware of challenges Enrichment TLR issued to raise enrichment in the curriculum</p>

<p>and other areas of the curriculum.</p>		
<p>Priority 3 – Developing verbal teacher, self and peer feedback to improve student motivation and metacognition.</p> <p>To improve verbal feedback methods for teachers to reduce staff workload and raise attainment. Improved formative assessment strategies to assess learning gaps To understand how to feedback to raise motivation and self-confidence of pupils to ensure effectiveness. To develop forms for written feedback, live marking, scoring, etc to improve pupil attainment and raise pupils own understanding of what they need to improve on.</p>	<p>CPD staff meeting to discuss approaches Decided on whole school feedback sheet after trialling different ones across different year groups CPD on feedback methods CPD on approaches (visualisers, scoring, written class feedback sheets etc) being actioned School policy been written in draft (now needs marking adding) Trialling editing pens</p>	<p>Marking to be added to appendix to policy – staff meetings to decide on reduced marking codes for all subjects and year groups Feedback sheets to be stored where? Feedback sheets to be seen used in action in lessons to check effectiveness for all subjects School policy finalised New leader on this this year –IO Introduction of purple editing pens</p>

Headline Results July 2023

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 to NA (+/-)
	62%	-1%	65%	-3%
Average no. of ELG at expected level	15		14	+1

Phonics screening y1	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	80%	-12%	78.9 %	+1%

KS1

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Reading	EXP and above (ab)	78%	+5%	68%	+10%
	Greater depth	21%	+6%	18.8%	+1.7%

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Writing	EXP and ab	69%	+2.8%	60%	+8.4%
	Greater depth	12.3%	+4.2%	8.2%	+4.1%

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Maths	EXP and ab	81%	+13.3%	70%	+10.4%
	Greater depth	25%	+3%	16.3%	+8.4%

KS1 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Combined	EXP and ab	67%	+3%	56%	+11.1%
	Greater depth	10%	+2%	6.2%	+3.8%

KS2

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference to NA (+/-)	Av scaled score	Difference from previous year (+/-)
Reading	EXP and ab	84%	+6%	73%	+11%	107	+2.9
	Greater depth	40%	+22%	30%	+10%		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Writing	EXP and ab	86%	+4%	71.4%	+15%	NA	NA
	Greater depth	21%	+11%	13%	+7.2%		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Maths	EXP and ab	90.4%	+12.4%	73%	+18%	107	+2
	Greater depth	37%	+13%	24%	+13.2%		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
GAPS	EXP and ab	89%	+17%	72%	+17%	107.1	+3.2
	Greater depth	40%	+13%	30%	+10%		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Combined	EXP and ab	78%	+10%	59%	+19%
	Greater depth	14%	+10%	8%	+6%

Progress scores (end of KS1- KS2)	School	Difference from previous year (+/-)	National Average	RANK /100 (1 highest)
Reading	+2.77	+3.42 from -0.66	+0.04	14th
Writing	+3.45	+2.21 from +1.23	+0.05	6th
Maths	+3.71	+2.60 from +1.11	+0.04	22nd

Average scaled scores	Reading	107
	Maths	107
	GAPs	107

Key Priorities for 2023/24



Implementation Plan / Logic Model



Priority 1	Improving writing outcomes (address gender gap - boys lower levels in Years 1-6)	Leader(s)	Kerry Walker (facilitator Ben Storey)
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:																								
<p>Writing</p> <ul style="list-style-type: none"> To narrow the gender gap in writing across the school. To continue to utilise Rainbow Grammar techniques within writing lessons. To improve the breadth of age appropriate vocabulary employed, in particular, by boys and GDS children in their writing. To provide increased opportunities for children to edit their written work and provide direction on how to edit work effectively. To raise the profile of writing across the school, especially amongst boys To continue to improve letter formation (KS1) and in turn handwriting (KS2), focus on boys To ensure staff are consistent and aware of handwriting targets to National Curriculum and Year 6 TAFs. 	<p>Pupils to be questioned on texts (balance boys and girls likes) Pupil Voice around boys and girls writing – likes, dislikes, how improve Compare boys and girls writing to recognise key areas to focus on to support boys Ensure girls writing levels do not drop while trying to address boys writing levels.</p>	<table border="1"> <thead> <tr> <th colspan="3">Summer 23 data for Year 23/24</th> </tr> <tr> <th>Year</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>65%</td> <td>84%</td> </tr> <tr> <td>2</td> <td>42%</td> <td>67%</td> </tr> <tr> <td>3</td> <td>62%</td> <td>76%</td> </tr> <tr> <td>4</td> <td>60%</td> <td>71%</td> </tr> <tr> <td>5</td> <td>67%</td> <td>70%</td> </tr> <tr> <td>6</td> <td>72%</td> <td>82%</td> </tr> </tbody> </table>	Summer 23 data for Year 23/24			Year	Boys	Girls	1	65%	84%	2	42%	67%	3	62%	76%	4	60%	71%	5	67%	70%	6	72%	82%
Summer 23 data for Year 23/24																										
Year	Boys	Girls																								
1	65%	84%																								
2	42%	67%																								
3	62%	76%																								
4	60%	71%																								
5	67%	70%																								
6	72%	82%																								

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
<ul style="list-style-type: none"> To narrow the gender gap in writing across the school. 	DERA research- raising boys achievement	Looking at preferred learning styles, texts, response partners (girls and boys to work together as partners), more IT used to engage boys etc Pupil voice Target setting Mentoring	Improved standards in written presentation in all children's work.
<ul style="list-style-type: none"> To continue to utilise Rainbow Grammar techniques within writing lessons. 	Jason Wade CPD		Raised standards in writing attainment, particularly amongst boys

Priority 1	Improving writing outcomes (address gender gap - boys lower levels in Years 1-6)	Leader(s)	Kerry Walker (facilitator Ben Storey)
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
<ul style="list-style-type: none"> To improve the breadth of age appropriate vocabulary employed, in particular, by boys and GDS children in their writing. 	EEF making a difference to pupils	<p>Children to be given increased opportunities to write in all year groups with frequent short writes across the week. Rainbow Grammar cards to be used in writing lessons to support sentence construction and example writes to be utilised with RG sentences. Vocabulary documents, summarising key vocab from previous year groups' WCR lessons shared with all teachers and used in lessons as word maps/challenges. Including these words in their Writing will result in rewards for the children through house points, mentions in assemblies. Children are given time to edit written work in another coloured pencil (purple editing pens used across the school). Write a line, miss a line employed in all extended writes to provide space to make corrections. Editing stations, with specific foci used in lessons so that children have direction on how to improve their writing.</p> <p>KW to focus on what the y6 model looks like – adapt for the rest of school.</p> <p>Writer of the week – trophy / certificate etc</p> <p>Look at data in each year group ie- which boys are on the cusp of achieving EXS and those on the cusp of GDS. Target these specific children for writing interventions.</p> <p>Pupil interviews to seek boys views v girls for writing along with text questions</p> <p>Writing club</p> <p>small group interventions</p> <p>Look at texts we are currently using in each year group for writing and how we are using them: Are they equally gender suited or do they favour girls?</p> <p>Further practical handwriting activities to embed correct letter formation.</p>	<p>Pupils sentence development is well formed with understanding of RG at each age as appropriate</p> <p>Pupils aware of RG definitions (displays in all rooms)</p>		
<ul style="list-style-type: none"> To provide increased opportunities for children to edit their written work and provide direction on how to edit work effectively. 	EEF moving forward and making a difference				
<ul style="list-style-type: none"> To raise the profile of writing across the school, especially amongst boys 	Ofsted writing review				

Activity	Course explicit teaching of boys writing	Time out of classroom for staff	Monitoring	CPD
Cost	£ TBC	£300	£300	Planning £150

Priority 2	Developing vertical, horizontal and diagonal retrieval to improve long term memory across the curriculum and raise Greater Depth standard.	Leader(s)	Louise Onions, Rebecca Wesley, teachers
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
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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"> To refine and embed high quality Knowledge Organisers to challenge and embed knowledge into pupils long term memory. To develop horizontal, vertical and diagonal links in retrieval (across year, across subjects and year and subjects). To revise progression of Knowledge organisers and update red folder To refocus use of knowledge organisers in lessons for more effective retrieval (including use of red folder) To use KO for more regular homework activities 	<ul style="list-style-type: none"> To use Knowledge Organisers to retain key information linked to long term memory recall. Improved motivation and desire to succeed and challenge themselves. Pupils participate in challenging activities to develop their higher order thinking. To use KO for homework activities 	See contextual data analysis sheets for all subjects

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Develop retrieval and diagnostic assessment (using Knowledge Organisers, pupil questioning, teacher feedback, low stake quizzes (retrieval and spaced practice to encode vocabulary)) to improve long term memory across the curriculum.	EEF Moving forwards and making a difference Research on vocabulary gap	Staff CPD on explicit teaching of vocabulary Use of vertical, horizontal and diagonal links to improve retrieval CPG on retrieval and spaced practice EEF courses Moderation	Raise in attainment across the curriculum of knowledge, GDS understanding, vocabulary knowledge improved and raise in standards.
To refine and embed high quality Knowledge Organisers to challenge and embed knowledge into pupils long term memory.	Explicit teaching of vocabulary – Making the Difference to Disadvantaged Pupils EEF	GDS scrutiny and pupil voice Vocab walls Refined KOs Revise red folder More homework activities	

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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
To develop horizontal, vertical and diagonal links in retrieval (across year, across subjects and year and subjects.	Joe Kirby research Daniel Willingham and Oliver Caviglioli research				
To revise progression of Knowledge organisers and update red folder	As above				
To refocus use of knowledge organisers in lessons for more effective retrieval (including use of red folder)	As above				

Activity	EEF Course explicit teaching of vocabulary	Time out of classroom for staff	Monitoring	CPD
Cost	£ TBC	£300	£300	Planning £150

Key Priorities for 2023/24



Implementation Plan / Logic Model



Priority 3	Developing enrichment to support disadvantaged pupils and opportunities for all pupils (wider curriculum)	Leader(s)	Dale Bolsover, Ben Storey, Rebecca Wesley
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Start Date:	August 2023	Mid-Review:	February 2023	Evaluation Date:	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
Develop enrichment activities linked to all areas of the curriculum including the wider curriculum (learning and personal development opportunities outside the classroom)	Engage in enrichment activities to further improve standards, opportunities, parental engagement, prioritise disadvantaged pupils All pupils included	Raise in mental health of pupils Reduction in barriers to learning Greater opportunities offered – links to Cultural capital All groups, all ages included

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Developing enrichment to support disadvantaged pupils and opportunities for enrichment for all pupils (wider curriculum)	Raise disadvantaged EEF attitudes to leaning	Offer enrichment opportunities for all year groups across the whole year in all areas of the curriculum and beyond to extend school provision Questionnaire asking parents for feedback on enrichment opportunities wanted by their children Wider local community involvement through opportunities offered Links with business and commerce to support wider opportunities Include feedback from staff, pupils and parents to support better opportunities moving forward – annual survey Reach out to disadvantaged parents, pupils, vulnerable, harder to reach etc and supplement where possible activities	Measure impact - % students taking part. Groups taking part – girls, boys, SEND, disadvantaged, age , GDS, etc % taking part more than one Pupils attitudes/attainment before and after Level of enjoyment/behaviour (softer evidence) Impact on attainment that day Improve cultural capital Improve secondary ready Improve values and ethos Break down barriers to learning Positive school value (other than pure education) Raised pupils interests and needs

Priority 3	Developing enrichment to support disadvantaged pupils and opportunities for all pupils (wider curriculum)	Leader(s)	Dale Bolsover, Ben Storey, Rebecca Wesley
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Start Date:	August 2023	Mid-Review:	February 2023	Evaluation Date:	July 2024

Activity	Staff meeting preparation	PP budget	TLR Enrichment	Time for enrichment planning
Cost		£150		

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	Raised attainment in writing (including GDS), focus on boys writing CPD Improved handwriting across the school CDP on new scheme Greater opportunities planned for writing linked to staff inset Increased extended writing CPG linked to RG Writing linked to Performance management of teachers. Writing linked to year 6 TAFS and worked down.	Staff meetings for CPD training Training by English lead, handwriting lead and GDS lead Trust training Trust moderation Writing lead to meet with LO and BS to look at year 6 writing TAFs and work out how these fit into each year group- adapt planning as appropriate. Include meeting with teachers from each year group separately to plan in.	Raised attainment in writing (including GDS), specifically in boys Improved handwriting across the school (TAFs 6) Greater opportunities planned for writing Increased extended writing RG embedded Writing opportunities linked to year 6 TAFs – changed planning	£200	KW RW BS KHi SMT
Priority 2	Improve levels of challenge and attainment of pupils with a focus on developing vocabulary (progression of language) including use of	Staff meetings for CPD on developing vocabulary through KO use and questioning Developing KO's so include vertical, horizontal and diagonal links	Improved long term memory through cross curricular work and all direction links Improved knowledge of vocabulary (impact on all areas covered) Children and staff aware of what GDS looks like.	£300	BS LO RW

	<p>retrieval and Knowledge organisers</p> <p>Enrichment activities provided to inspire and motivate GDS.</p> <p>Refined and embedded high quality Knowledge Organisers to challenge and embed knowledge into pupil's long term memory (vertical, horizontal and diagonal links</p>	<p>EEF course attended by BS on vocab last year to include</p> <p>Staff meetings on developing an understanding of what GDS looks like by LO (link to year 6 and down)</p> <p>Moderation staff meetings</p> <p>Staff meetings on CPD for refining KOs and retrieval work to improve long term memory.</p>	<p>Improved KO and use of them in class for formative assessment etc</p> <p>Enrichment opportunities explored (PE, Music, Science, History, Maths etc)</p> <p>Improve assessment questions to include substantive and disciplinary knowledge.</p>		
Priority 3	<p>Developing enrichment to support disadvantaged pupils and opportunities for all pupils (wider curriculum)</p>	<p>Staff meeting on enrichment opportunities</p> <p>How staff can run them, safeguarding, letters, tracking, links to wider curriculum etc</p> <p>Enrichment leader to track (see above)</p>	<p>High level of uptake amongst all groups, ages</p> <p>All groups taking part – girls, boys, SEND, disadvantaged, age , GDS, etc</p> <p>% taking part more than one activity</p> <p>Pupils attitudes/attainment increased</p> <p>Level of enjoyment/behaviour (softer evidence) high</p> <p>Positive impact on attainment that day</p> <p>Improved cultural capital</p> <p>Improved secondary ready</p> <p>Improved values and ethos</p> <p>Broken down barriers to learning</p> <p>Positive school value (other than pure education)</p> <p>Raised pupils interests and needs</p>	<p>TLR cost</p> <p>PP budget cost</p>	<p>DB</p> <p>BS</p> <p>RW</p>
Other headline CPD	<p>Little Wandle phonics and early reading for new staff CPD</p> <p>Safeguarding KCSIE update</p> <p>Computing KS1 Teach Computing introduced</p> <p>DT scheme considered</p> <p>KO in all subjects</p> <p>PSHCE EYFS still being developed</p> <p>Behaviour CPD</p>	<p>All staff</p>	<p>Strong phonics and early reading</p> <p>Updated safeguarding</p> <p>Updated schemes, improved outcomes</p> <p>KO continually improved to make all links</p> <p>Support for pupils and staff with behaviour</p>		<p>SMT</p> <p>FV</p> <p>RO</p> <p>AW</p> <p>AS</p> <p>SK</p> <p>BS</p>

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 ?
Improve parental understanding of governing body – increase parental support	Increased active involvement in supporting school	2023/24	More active support for governing body
Knowledge of new governors	Training through NGA/National College and experience	2023/24 onwards	Highly knowledgeable governors
Increased presence of governing body at events	Participation in school events e.g., parents evening, induction evenings, award ceremonies, open evenings	2023/24 onwards	Participation in school events e.g., parents evening, induction evenings, award ceremonies etc