



Leamington Community Primary School



'Together we make a Difference'

Courage - Honesty - Determination - Respect - Kindness

School Improvement Plan 2023 - 2025

All recommendations / outcomes of pupil, parents, staff and Governors self-evaluation have been included in this plan.



**Leamington
Values**



Together we make a Difference

Introduction

This school improvement plan outlines the main priorities for the work of our school during the coming school year. The plan has been developed following our latest graded S5 school inspection, which included 5 Deep Dives in Reading, Maths, Science, Computing and Geography and several shallow paddles in History, Art and Metacognition.

It also indicates possible areas for improvement in the subsequent two years. These future priorities are not outlined in detail as they may change.

Related documentation

In addition to this plan, the following documents provide supplementary information:

- SSE Document
- Analyse School Performance
- School budget

Most recent inspection report – 16th and 17th May 2023

Overall effectiveness Good

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade **Good**

What does the school need to do to improve?

In a small number of subjects, leaders have not identified the knowledge that pupils have previously learned. This hampers teachers from designing learning that makes sure pupils learn all that they should. Leaders should finalise their curriculum thinking, so that it is clear what pupils will learn and when this will happen.

At times, some teachers do not use assessment information well enough to spot pupils' misconceptions. This leads to gaps in pupils' understanding.

Leaders should ensure that teachers are suitably equipped to check pupils' learning and then reshape their teaching, so that pupils' learning is secure.

Contextual Information as of October 2023

Number on Roll:	516	Well Above Average
PP	234 (52%)	Well Above Average
SEND	146 (30%)	Well Above Average
EAL	87 (17%)	Above Average
EHCP's	15 (3.5%)	Well Above Average

Pupil base deprivation - Well Above Average

School location deprivation - Well Above Average

2023 Data

Good Level of Development - 63%

Year 1 Phonics Screening - 72% *Phonics Screening visit by SIL

Year 2 Phonics - 81%

KS1

RWM - EXS+ 48% GDS 7%

Reading - EXS+ 48% GDS 10%

Writing - EXS+ 51% GDS 7%

Maths - EXS+ 51% GDS 10%

KS2

RWM EXS+62 % GDS 5% LA 55% National 59%

Reading EXS+ 71% GDS 20% - Progress +0.10

Writing EXS+ 82% GDS 14% - Progress +2.2 *Moderated by SIL

Maths EXS+ 66% GDS 5% - Progress -1.53

Grammar Punctuation and Spelling EXS+ 73% GDS 19%

Science EXS+ 82%

Curriculum Rationale/Principles

Leamington Community Primary School aims to provide a creative, inclusive and challenging real-world curriculum which ignites curiosity, inspires future thinkers, innovators and problem solvers in an immersive high-quality learning environment. Our aim is to provide our children with the skills and values they need to succeed in our community and beyond.

Developing our own immersive curriculum, we aim to emotionally connect the pupils to their curriculum to increase motivation, interest and attitude to learning; raise attainment and deepen knowledge and understanding of complex topics through relevant, interactive, experiential learning.

Providing enriching opportunities; challenging mind-set and developing problem-solving, independence and resilience in pupils is central to our immersive curriculum. We strive to ensure all learners exceed their potential academically, socially and emotionally thus gaining the necessary skills, knowledge and attributes to be successful in the next stage of their learning.



Inclusive & Engaging



Challenging Mindset



Emotionally Immersive



Character Building



Enriching Opportunities

Focused Priorities for 2023-25

Focused Priority 1	Research, develop and Embed new curriculums for Science, Physical Education and Computing
Focused Priority 2	To enhance and develop the out of school offer so more children can have experience rich in culture, art and sport
Focused Priority 3	Review the curriculum and support for SEND pupils to ensure targets of SEND/EHCP Plans are met
Focused Priority 4	To develop and embed Metacognition in to the curriculum via the Thinking Schools Network

Background Priorities for Improvement

These include ongoing work and continuations of work from the previous year.

Background Priority 1	Continue to work with Read, Write Inc. developing staff practice and access training
Background Priority 2	Introduce a daily 20-minute number session using 1st Class in Number.
Background Priority 3	Develop the provision outside including sensory equipment.
Background Priority 4	Upgrade and ensure both halls have outstanding AV equipment for assemblies

Key

Complete	
Ongoing	
To be started	

Plan for Focused Priority 1

Research, develop and Embed new curriculums for Science, Physical Education and Computing

Ref	Target	Action	Success Criteria	Who	Cost
1.1	Research and purchase a new science scheme which will challenge every child and support a deeper understanding of the science curriculum	<ul style="list-style-type: none"> SW/SD and PV to research new science curricular and discuss with local school what works well. 	<ul style="list-style-type: none"> Science curriculum identified which meets the needs of all stakeholders. 	SW/SH and PV	£125
1.2	Ensure staff have a good understanding of the Developing Experts Curriculum	<ul style="list-style-type: none"> SW to deliver the new curriculum in a staff meeting. Clear expectations and non-negotiables are set out. Staff are given time to look at the new curriculum. 	<ul style="list-style-type: none"> Staff are confident in the curriculum and its delivery. All lessons are taught consistently good. % of children meeting the expected standard by the end of KS2 continue to stay above 80%. 	SW/SH	n/a
1.3	Purchase resources for classrooms to meet the requirement of Developing Experts	<ul style="list-style-type: none"> SW/PV to purchase resources on a termly basis. Resources are best value Resources are organised and teachers can easily access them. 	<ul style="list-style-type: none"> All lessons are taught consistently good. % of children meeting the expected standard by the end of KS2 continue to stay above 80%. 	SW/PV	£500 per year
1.4	Purchase Primary Quiz to support Science and other core curriculum areas	<ul style="list-style-type: none"> SW/PV to purchase Primary Quiz. SW to inform staff and show them how it works during the staff meeting. SW to monitor the use of Primary Quiz. 	<ul style="list-style-type: none"> Primary quiz is used by the pupils for pre/post assessments. Primary quiz s used to develop the children's understanding and challenge them appropriately. % of pupils meeting the EXS+ standard in Reading, Writing, Maths and Science at the end of KS2 is inline or above national averages. 	SW/PV	£250
1.5	Purchase PE Passport APP and download to all iPad	<ul style="list-style-type: none"> PV to purchase the PE Passport App PV to ensure APP is downloaded to all iPad. PV to ensure all staff have logins and pupil's information is updated regularly. 	<ul style="list-style-type: none"> PE Passport is easy to access to allow teachers to teach. 	PV and Computeam	£999
1.6	Ensure staff have a good understanding of the PE Passport and new curriculum	<ul style="list-style-type: none"> PV/DN and NB to share the new app and curriculum in a staff meeting. Clear expectations and non-negotiables are set out. 	<ul style="list-style-type: none"> PE lessons are consistently good or better. % of pupils meeting the EXS+ standard in PE increases. Assessment in PE is consistent and accurate. Pupils become healthy and happier. 	NB/DN and PV	n/a

		<ul style="list-style-type: none"> Staff are given time to look at the new resource and plan in to the timetable. 			
1.7	Ensure resources are available to meet the requirements of the new PE curriculum	<ul style="list-style-type: none"> LD to audit the PE equipment LD to purchase new equipment if needed. LD to organise the equipment donated to school from Dowhigh. 	<ul style="list-style-type: none"> PE lessons are consistently good or better. Resources are available for every child to succeed. 	NB/DN and LD	£2000
1.8	To ensure that E-safety is paramount in all areas of the curriculum	<ul style="list-style-type: none"> Staff to display E-safety rules around the classroom. Staff to ensure that they teach searching safely on the internet robustly. Staff to refer to safe searching and being safe online any time children have access to the internet. 	<ul style="list-style-type: none"> Renewal of our 360 Award Keep our details up to date Staff to put display around their classrooms for Online Safety 	All staff	n/a
1.9	Complete staff skills audit (Refresher)	<ul style="list-style-type: none"> Staff to complete the audit of skills to inform where they feel they are. 	<ul style="list-style-type: none"> All staff to complete audit to inform structure of further staff CPD. Allocate specific Teach Computing training for the whole units. 	AF/All staff	
1.10	Evidence Computing work in a floor book	<ul style="list-style-type: none"> Staff to put children into groups of 6 (5 computing groups per class). Staff to evidence the skills taught/learnt in each lesson for that group. Use of photographs as well as QR codes to support evidence. Any paper or worksheets used to also be placed into floor book as evidence of a build up of skills/progression towards the Reflection task. 	<ul style="list-style-type: none"> There will be a minimum of 3 lessons evidence. There will be evidence of skills built upon from previous years. There will be evidence of worksheets as well as photographs. These will be passed up each year. 	Purchase floor books.	£3000
1.11	Children to login using individual logins	<ul style="list-style-type: none"> Y4 - 6 children to have an individual login. Y1 - 3 to use a class login 	<ul style="list-style-type: none"> Children will login using a specific name and password (These are to be updated at the beginning of the school year). 	AF/All staff/ Computeam	
1.12	Save work on the school staff share.	<ul style="list-style-type: none"> Staff to reinforce saving on the student share. Each year group will have a folder under student documents. Inside each folder, it will be divided up into the 6 strands of computing. Children will then save in the folder using their full name. 	<ul style="list-style-type: none"> Children will save work in their year group folder. Work will be organised into the 6 strands of computing. There will be evidence of reflection tasks saved each half term as well as the build-up of skills (where relevant). 	AF/All staff	

		<ul style="list-style-type: none"> Children will be saving in their jotter group folder (possibility of linking to computing inventors). 			
1.13	Computing assessment and reflection tasks are completed in a timely manner	<ul style="list-style-type: none"> Staff to ensure that they complete their reflection task that showcases the skills that children have learnt throughout their computing strand. Add the specific reflection tasks onto the computing progression map for the school. 	<ul style="list-style-type: none"> Children to create a reflection task at the end of the topic for computing (computing progression map - available on school website). Monitor each half term the reflection tasks that have been completed. 	AF/All Staff	
1.14	Basic computer training for LSOs.	<ul style="list-style-type: none"> Send out a questionnaire to LSOs asking about what training they would like. 	<ul style="list-style-type: none"> Facilitate the training for basic computer skills for whoever would like it. 	AF/SH	
1.15	Exploring the use of Project Evolve to enhance our Online Safety Curriculum.	<ul style="list-style-type: none"> AF and SH to work collaboratively with SL to combine the use of Wellbeing sessions with Online Safety. We will explore links between Jigsaw and Project Evolve. 	<ul style="list-style-type: none"> SH, SL and AF to create a curriculum map combining Jigsaw with Project Evolve. 	AF/SH/SL	

Plan for Focused Priority 2

To enhance and develop the out of school offer so more children can have experience rich in culture, art and sport.

Ref	Target	Action	Success Criteria	Who	Cost
2.1	Understand the current extra-curricular offer	<ul style="list-style-type: none"> Review and Audit existing provision, including understanding who is accessing the extra-curricular provision. 	<ul style="list-style-type: none"> We have a deep understanding of who is accessing what and if we are meeting the needs of the community. 	PV/LD	n/a
2.2	Fully understand the needs and wants of the community with regards to after school clubs	<ul style="list-style-type: none"> Send out Microsoft forms via class dojo to all parents to survey their needs and wants. Analyse the results and provide service from outside agencies if school cannot cover. 	<ul style="list-style-type: none"> Majority of parents respond to the questionnaire. School is able to provide clubs that are required free of charge. More children are able to gain new experiences. 	PV/LD	n/a
2.3	To provide Judo for KS2 children from Judo Education	<ul style="list-style-type: none"> Contact Judo Education and look at booking in 10 weeks of sessions in the Spring/Summer Term Inform parents of the club and complete necessary organisation. 	<ul style="list-style-type: none"> More pupils from disadvantaged backgrounds are accessing the extra-curricular activities. 	PV/LD	£1400 for 10 weeks

		<ul style="list-style-type: none"> • Upload club and attendees to the PE Passport App. 	<ul style="list-style-type: none"> • The extra-curricular activity is well attended. • Pupils gain new experiences and increase their cultural and physical development. 		
2.4	To provide Rugby for KS2 children from the Lions Rugby Club	<ul style="list-style-type: none"> • Contact Lions Rugby Club and look at booking in weekly coaching sessions. • Inform parents of the club and complete necessary organisation. • Upload club and attendees to the PE Passport App. 	<ul style="list-style-type: none"> • More pupils from disadvantaged backgrounds are accessing the extra-curricular activities. • The extra-curricular activity is well attended. <p>Pupils gain new experiences and increase their cultural and physical development</p>	PV/LD	n/a
2.5	To provide Dance Classes for KS1 and Reception Children	<ul style="list-style-type: none"> • Contact local dance school and look at booking in two sessions per week starting in the autumn ter. • Inform parents of the club and complete necessary organisation. • Upload club and attendees to the PE Passport App. 	<ul style="list-style-type: none"> • More pupils from disadvantaged backgrounds are accessing the extra-curricular activities. • The extra-curricular activity is well attended. <p>Pupils gain new experiences and increase their cultural and physical development</p>	PV/LD	£30 per session x2 per week
2.6	To provide Mini Military sessions for KS2 children from the Military School	<ul style="list-style-type: none"> • Contact the Military School and look at booking in a two full terms of Mini Military sessions. • Inform parents of the club and complete necessary organisation. • Upload club and attendees to the PE Passport App. 	<ul style="list-style-type: none"> • More pupils from disadvantaged backgrounds are accessing the extra-curricular activities. • The extra-curricular activity is well attended. <p>Pupils gain new experiences and increase their cultural and physical development</p>	PV/LD	£ as part of SLA
2.7	To provide after school Art club for KS1/2 from Bluecoat	<ul style="list-style-type: none"> • Continue to liaise with Bluecoat and provide a weekly art club • Inform parents of the club and complete necessary organisation. • Upload club and attendees to the PE Passport App. 	<ul style="list-style-type: none"> • More pupils from disadvantaged backgrounds are accessing the extra-curricular activities. • The extra-curricular activity is well attended. <p>Pupils gain new experiences and increase their cultural and physical development</p>	JE	£900
2.8	To provide Football for girls and boys in KS2	<ul style="list-style-type: none"> • LD to provide a Football for girls and boys in KS2 • Inform parents of the club and complete necessary organisation. • Upload club and attendees to the PE Passport App. 	<ul style="list-style-type: none"> • More pupils from disadvantaged backgrounds are accessing the extra-curricular activities. • The extra-curricular activity is well attended. <p>Pupils gain new experiences and increase their cultural and physical development</p>	PV/LD	

2.9	To provide Archery Club for pupils in KS2	<ul style="list-style-type: none"> LD to provide Archery for KS2 Children Inform parents of the club and complete necessary organisation. Upload club and attendees to the PE Passport App. 	<ul style="list-style-type: none"> More pupils from disadvantaged backgrounds are accessing the extra-curricular activities. The extra-curricular activity is well attended. Pupils gain new experiences and increase their cultural and physical development 	PV/LD	
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Plan for focused Priority 3

Review the curriculum and support for SEND pupils to ensure targets of SEND/EHCP Plans are met

Ref	Target	Action	Success Criteria	Who	Cost/Time
3.1	<p><u>Website & Policies</u> To improve the SEND web page - updating all statutory policies and capturing all relevant information to promote our SEND provision at Leamington.</p>	<ul style="list-style-type: none"> Review and update all statutory policies and upload onto SEND page. Update pictures/videos and examples of SEND provisions/celebratory weeks. Create a graduated approach flow chart - new process for referring to ASD/ADHD pathway. Update and complete SEND data (percentage of SEND in each class and areas of need) on trackers for each year group. 	<ul style="list-style-type: none"> All stakeholders can access the most up to date statutory policies and SEND provision on the SEND page. Parents will have a good understanding of schools/Alder Hey's new referral process which requires evidence of the graduated approach and reports from professionals, etc. 	NB ST AF	Time to review and update policies. Time to create the new graduated approach.
3.2	<p><u>Understanding SEND Support</u> To support staff with gaining comprehensive knowledge and understanding of all SEND pupils within their cohort.</p>	<ul style="list-style-type: none"> Read, analyse and review any recent relevant reports from professionals e.g. SALT, EP, OSSME, ADHD Foundation, Seedlings, Together Trust, ASD Team, Alder Hey, etc. Pull out key information, targets, and recommendations for each child within the cohort (year group) and simplify them onto the year group tracker. Meet with class teachers and LSO's together to share updated SEND trackers for their cohort. 	<ul style="list-style-type: none"> All staff will have good knowledge and understanding of their accountability for all SEND pupils within their cohort. The tracker will be useful and make it easier for class teachers/support staff to understand what provision needs to be put in place. This will save the staff the time of having to read each lengthy document and try to organise provision mapping without support. 	NB ST CT's LSO's 1:1's	Time to read and analyse all SEND correspondence for each child - updating trackers. Time to meet staff. Cost of cover teacher for meetings.
3.3	<p><u>Understanding EHCP's</u> To ensure that class teachers, LSO's and 1:1 LSA's have secure knowledge and</p>	<ul style="list-style-type: none"> Review and analyse each EHCP within each cohort - pulling out key information, targets, and recommendations for each child within the cohort (year group). 	<ul style="list-style-type: none"> All staff will have good knowledge and understanding of their legal responsibility/accountability to ensure that 	NB ST CT's	Time to read each EHCP in depth and analyse and share expectations.

	<p>understanding of any children with an EHCP within their cohort.</p> <p>To also ensure that teachers, LSO's and 1:1 LSA's understand the expectations and what this might look like in practice, e.g. evidence from their books or progress data from any provisions that they are accessing.</p>	<ul style="list-style-type: none"> Meet with each cohort to share expectations and legal obligations of EHCP provision, and work with the team to generate a timetable of provision (for 1-1 pupils) and a provision map/timetable for non-1-1 pupils. Outline expectations and what data/evidence will be collected and reviewed on a regular basis. 	<p>all provision is put in place as detailed in their EHCP.</p> <ul style="list-style-type: none"> All children with an EHCP will be accessing all provisions and support as detailed in their EHCP. All staff will understand their roles and responsibilities in relation to each child with an EHCP. All provisions will be timetabled and data recorded and progress will be measured by all stakeholders. 	LSO's: 1's for each child.	Time to meet with each cohort and share information/develop timetable for provision.
3.4	<p>Staff Meeting</p> <p>To develop understanding of CoP and legal accountability.</p> <p>To identify 4 broad areas of need and create a bank of strategies to support.</p> <p>Staff will have a better understanding of how to set smart targets.</p>	<ul style="list-style-type: none"> Recap CoP and accountability as class teachers. Also, the legality around EHCP and ensuring they understand their accountability with regards to provision being delivered and regularly reviewed. Recap 4 broad areas of need and discuss/share practical examples of strategies that might work for each. Recap SMART targets and give staff an opportunity to work through some practical examples – time to have a go at their own. 	<ul style="list-style-type: none"> All staff will have a good understanding of their roles and legal responsibilities in accordance with the SEND code of practice – focus on EHCP's in particular. Staff will understand the 4 broad areas of need and how best to support children that fall into each category. Staff will have a better understanding of how to set smart targets. Pupil Passport targets will be SMART and therefore measurable – this will make reviews easier and KS2 children could review their own targets. 	NB/ST All staff	Time to prep staff meeting. Time for staff to familiarise themselves with children's needs and ensure provision is in place.
3.5	<p>High Needs Funding</p> <p>To gain a good understanding of additional SEND funding and evaluate the surplus spending and whether it is justified.</p>	<ul style="list-style-type: none"> Gather all records from High Needs Funding team detailing allocated funding for each child. Input data/information onto a spreadsheet to create an overview record. Calculate projected costings by analysing current 1-1 support. Meet with PV/RM/JT to review the spreadsheet and decide on whether the current additional funding is affordable. 	<ul style="list-style-type: none"> SLT will have a good understanding of how SEND higher needs funding is spent. SLT can make an informed decision on whether we need to re-evaluate expectations and redeploy staff in a more strategic way (save the school money). Data will be readily available upon request. 	NB ST PV RM JT	Time to gather information and input data. Time to review information and meet to decide the next steps. Could save school money.
3.6	<p>Training</p> <p>Develop staff skills and expertise in specific interventions.</p>	<ul style="list-style-type: none"> Display a list of possible training in the staff room for staff to opt into, should they wish: Precision teaching Lego Therapy 	<ul style="list-style-type: none"> Staff will feel confident and competent working with pupils with SEND. 	NB ST Staff	Time and cover for staff that need it.

	Train any new staff around supporting pupils with SEND and specific interventions.	<ul style="list-style-type: none"> • Social stories • Comic strip conversations • Working memory • PDA • Arrange training for the staff that have opted in. 	<ul style="list-style-type: none"> • Staff will develop knowledge, skills and understanding in specific SEND provision and practice. • Children will make steady progress as a result of improved pedagogy. 		Possible outside agency delivery (will mostly be NB).
3.7	<p>Monitor EHCP's</p> <p>To gather evidence of positive SEND practice focusing on EHCP children across the school.</p>	<ul style="list-style-type: none"> • Conduct a learning walk focusing on EHCP pupils - are all provisions detailed in plans in place? • Review Pupil Passports for all EHCP children - do their targets match the provision outlined in EHCP? • Obtain pupil voice for all EHCP children and gather their views - are they happy with the support that they receive and do they think that they are making progress? • Conduct book scrutiny for all EHCP pupils - can we see evidence of their targets being met? • Conduct supervision with 1:1 staff to gather data and feedback about chn's progress towards EHCP targets and from each intervention. 	<ul style="list-style-type: none"> • All provision and support will be evident during learning walk. • Pupil passports will reflect all EHCP targets and be reviewed from the previous monitoring process. • EHCP pupils will be happy with the support they are receiving and be making good progress as a result. • It will be evident during book scrutiny that EHCP targets are being encouraged and met. • Chn with an EHCP will be making good progress within interventions and data will be recorded to reflect this. 	NB/ ST	<p>Time to conduct learning walk</p> <p>Time to review pupil passports for EHCP children.</p> <p>Time to talk to all EHCP children across the school.</p> <p>Time to conduct book scrutiny</p>
3.8	<p>Monitor SEND Support</p> <p>To gather evidence of positive SEND practice across the school.</p>	<ul style="list-style-type: none"> • Conduct a learning walk focusing on SEND pupils - are all provisions as detailed in SEND Trackers/Pupil Passports in place e.g. physical resources - wobble cushions, dyslexia friendly provision such as tinted paper, background on board, and coloured overlay? • Are SEND children accessing learning and making progress? • Obtain pupil voice - are they happy with the support that they receive and do they think that they are making progress? • Conduct book scrutiny for a selection of pupils - can we see evidence of their targets being met? • Conduct supervision with 1:1 staff to gather data and feedback about chn's progress • Check in with staff termly to audit SEND register and see if any further referrals/support is needed. 	<ul style="list-style-type: none"> • All provision and support will be evident during learning walk. • Pupil passports will reflect SMART targets and be reviewed from the previous monitoring process. • Pupils will be happy with the support they are receiving and be making good progress as a result. • It will be evident during book scrutiny that Pupil Passport targets are being encouraged and met. • Chn with SEND will be making good progress overall and within interventions; data will be recorded to reflect this. • Chn with 1:1 support will be making steady progress as a result of the addition support/intervention they are accessing. 	NB ST RM PV	Time to conduct learning walk

3.9	<p><u>Staff Voice</u> To gain an understanding of staff perception and if they need any further training and support.</p>	<ul style="list-style-type: none"> • Conduct a staff survey to identify any issues/things that are going well. • Feedback to SLT and consider any changes if necessary depending on the feedback. 	<ul style="list-style-type: none"> • Staff will feel that they are being given the opportunity to voice their concerns/share good practice. • Staff will feel involved in shaping the decision making relating to SEND at Leamington. • This will identify any training needs and any issues that staff currently have. 	NB ST SLT	<p>Time to create staff survey - using survey monkey.</p> <p>Time to review staff survey and feedback to SLT.</p>
3.10	<p><u>Parent Voice</u> To gain an understanding of parents' views - identifying any positive changes that could be made.</p>	<ul style="list-style-type: none"> • Conduct parent view questionnaire via google forms using email (also provide paper copies for anyone that requests this). • Review specific constructive feedback and look at ways to rectify/improve practice. • Share information/data with SLT and agree on the next steps. 	<ul style="list-style-type: none"> • Collaborating with parents and listening to their feedback is extremely important and we need to ensure that parents' views are valued and acted upon. • SLT will have a good understanding of how parents feel and any issues. 	NB ST SLT	<p>Time to review parent questionnaire and gather evidence.</p> <p>Time to feedback to SLT.</p>
3.11	<p><u>Intervention</u> To utilise IDL literacy and numeracy effectively.</p>	<ul style="list-style-type: none"> • Research IDL literacy and numeracy to establish exactly how it works and how best to utilise it as an intervention. • Establish how IDL literacy and numeracy can be utilised as home learning tasks and reward children for accessing this at home (can run parent sessions to support this). • Establish how to monitor the progress of pupils on IDL and set up a system for staff to take ownership of this; reviewing and sharing data with SENCO's on a half-termly basis. • SENCO's to track whole-school pupil progress and share results with HT/DHT. 	<ul style="list-style-type: none"> • SENCO's will have a good understanding of IDL literacy and numeracy and how this can be best utilised both in and out of school. • Children that have been identified will be accessing IDL at least 3 times per week in school and at least once per week at home. • Children who have been identified will be making more progress with Reading, Spelling, and Number as a result of this intervention. • Staff will be able to monitor and track pupils' progress on IDL. • SENCO's will have a central record of whole school progress and share results with SLT. 	NB ST All staff Pupils Parents	<p>Time for SENCO's to research IDL.</p> <p>Time to train staff on IDL and expectation.</p> <p>Time for SENCO's to train parents on IDL.</p> <p>Time for staff and SENCO's to record and monitor pupil progress with IDL.</p>
3.12	<p><u>Intervention</u> To have a good understanding of the quality and impact of interventions across the school.</p>	<ul style="list-style-type: none"> • Create a spreadsheet with all interventions listed for each year group/class - year group and whole school provision map. • Collect data from interventions to measure the progress of pupils within each year group. • Monitor and quality assure the impact of SEND interventions across the school. 	<ul style="list-style-type: none"> • Have a good overview of intervention within each year group across the school. • Be able to track pupil progress of interventions and determine whether the intervention is suitable/worth being pulled out of usual classroom lessons. • Data to be shared with HT/DHT on a regular basis. 	NB ST All staff	<p>Time for staff to share information with SENCO's.</p> <p>Time for SENCO's to input and analyse the data.</p>

			<ul style="list-style-type: none"> Data to inform future planning of interventions. 		
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Plan for focused Priority 4

To develop and embed Metacognition in to the curriculum via the Thinking Schools Network

Ref	Target	Action	Success Criteria	Who	Cost
4.1	Senior Leadership team with The Thinking Matters team to discuss the Meta Learner Vision and training plan.	<ul style="list-style-type: none"> Understanding of the Meta learner vision Select the drive team for the project Introduction to the SPARE Model School Development Plan includes the training programme. 	<ul style="list-style-type: none"> Drive Team are selected and SLT fully understand the training plan. 	SLT June 2022	£5000 (Year 1 and £3000 Year 2)
4.2	Establish a drive team who become agents of change.	<ul style="list-style-type: none"> Developing a Thinking School Intro. Developing your Meta-Learner Target. Baselining, the SPARE model & gathering Exeter evidence. Drive team prioritise actions for School's Thinking Action Plan. 	<ul style="list-style-type: none"> Drive team are confident in challenging the whole school in their understanding of metacognition and how it will be developed across the whole school. 	Drive Team July 2022	
4.3	Whole staff have a deep understanding of the Science of Learning.	Staff receive training on: <ul style="list-style-type: none"> Brain Structure & Function Neuroplasticity Memory The Emotive Brain Brain Operating Modes Deliberate Practice Motivation 	<ul style="list-style-type: none"> The drive team ensure the Science of Learning is a woven into pedagogy and practice. Pupils begin to understand how they learn accelerating the rate of progress in line with the national average of 9 months. 	Whole Staff Oct 2022	
4.4	Metacognition is developing across the whole school.	<ul style="list-style-type: none"> Thinking Processes and Visual Tools are developed. All staff have an Understanding Thinking Processes and introduce Thinking Frames. Drive team monitor and evaluate the impact of the tools. 	<ul style="list-style-type: none"> The thinking processes and visual tools are used effectively. Pupils have a deeper understanding of how they learn accelerating the rate of progress in line with the national average of 9 months. 	Whole Staff Feb 2023	
4.5	Introduce Thinking frames to the staff	<ul style="list-style-type: none"> Teachers trial two thinking frames every couple of weeks 	<ul style="list-style-type: none"> Thinking frames are evident in classrooms and books and a way of deepening understanding. 	Whole staff March 2023	

4.6	The language of Metacognition is deepened and is part of the fabric of T+L.	<ul style="list-style-type: none"> Practice is further enhanced: Deepening Metacognition: Classroom Language and Environment: Questioning and the Reflective Lens Meta Feedback The Physical and Affective Environment 	<ul style="list-style-type: none"> Learning walks and pupil voice demonstrate the classroom language and a deep understanding of metacognition. All pupils make accelerated progress. 	Whole Staff June 23	
4.7	Metacognition is fully embedded in to the pedagogy and practice of all staff and pupils.	<ul style="list-style-type: none"> All stakeholders are: Developing Metacognition: Intelligent Learning Behaviours (Habits of Mind): Introducing Intelligent Learning Behaviours Measuring Progress Planning for whole school implementation 	<ul style="list-style-type: none"> All pupils make rapid progress. School achieves the Thinking Schools Accreditation from the University of Exeter. 	Whole Staff September 23	
4.8	Inset day on Thinking Frames and Thinking Moves	<ul style="list-style-type: none"> Whole school INSE Day 2 OF 2 training at beginning of school year to revisit Thinking frames and reintroduce Thinking Moves. Focus on how to embed frames in English Training provided by Thinking Matters (Whole day inset). 	<ul style="list-style-type: none"> Staff to have an improved knowledge of the Thinking Moves. Staff to implement in their classrooms at an agreed pace. Drive team to develop next steps for implementation of thinking Moves. Non-negotiables shared for 	All staff	Part of the SLA
4.9	Consolidation of Thinking Frames	<ul style="list-style-type: none"> Reminders in staff meetings about the ways in which different thinking frames can be used across the curriculum and progressively Staff room display with thinking frame examples Staff to share Thinking frame examples and good practice 	<ul style="list-style-type: none"> Thinking frames embedded in a variety of lessons. Defining frame to be used as a form of pre and post assessment for humanities lessons and to support the introduction of the new science curriculum. Examples saved in 'shgre drive' folder for accreditation 	All staff	
4.10	Reminder of the Science of learning	<ul style="list-style-type: none"> Assembly with children to remind them about the different parts of the brain, how we learn, how we approach situations, neuroplasticity, growth mindset etc. 	<ul style="list-style-type: none"> Children and staff to be more confident in speaking about the science of learning Children and staff to be able to share all about neuroplasticity. Reference to this throughout jigsaw/PSHE lessons and mental health. 	All staff Drive team to host	
4.11	Whole School narrative and	<ul style="list-style-type: none"> Introduce narrative in assembly with children. Teachers Explore the text with children and complete activities on various themes relating to neuroplasticity 	<ul style="list-style-type: none"> Resources created to implement the story Children to complete tasks on wellbeing Wednesdays autumn 2 	All staff Drive team to host	

	assembly on 'Elastic Fantastic'				
4.12	Create a Meta Mascot team with children	<ul style="list-style-type: none"> Set up junior drive team consisting of two pupils from each KS2 year group to meet with JE Thursday PM' to learn how to promote growth mindset and the brilliance of the brain across the school. 	<ul style="list-style-type: none"> Team able to talk confidently about science of learning, thinking frames and thinking moves and discuss how they learn. 	JE	
4.13	2 Regular drive team meetings each half term	<ul style="list-style-type: none"> 2 Regular drive team meetings each half term to be plotted in calendar to discuss action plan. 	<ul style="list-style-type: none"> Meetings Week 3 and Week 6 of each half term plotted on HT Calendar and whole school weekly sheets. 	Drive Team	
4.14	Pupils using adventures in Metacognition.	<ul style="list-style-type: none"> Pupils to use Adventures in Metacognition in PSHE lessons. 	<ul style="list-style-type: none"> Set up through AL Thinking Matters and Compu Team. Have Demo with TM Share space on the TM website that has the teacher's resources and guides to go along with this. 	AF	
4.15	Set up Motivational Maps for 1-year group	<ul style="list-style-type: none"> Set up Motivational Maps for 1-year group (Year 4). Pupils to complete questionnaire. 	<ul style="list-style-type: none"> Excel template to complete for the pupils. Pupils will complete survey Drive Team and class teachers will analyse data Data will be shared in staff meeting. 	AB	
4.16	Host Metacognition meeting	<ul style="list-style-type: none"> North west schools to visit Leamington for tour, talk and meet with children 	<ul style="list-style-type: none"> Drive team to share metacognition journey and show visiting schools displays Teachers to use thinking frames that afternoon to show how we use them Meta mascots to share books and talk to staff about their learning and understanding of metacognition. 	Drive Team	£500
4.17	Attend Metacognition-Meet happening in Summer term '24	<ul style="list-style-type: none"> Attend Metacognition-Meet happening in the summer term 2024. 	<ul style="list-style-type: none"> Meet teachers from schools working with Thinking Matters as well as neuroplasticity specialists. 	JE, AF	£250

Background Priorities for Improvement

These include ongoing work and continuations of work from the previous year.

Background Priority	Lead Responsibility	Timescale for completion	Cost
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1	Continue to work with Read, Write Inc. developing staff practice and access training	JW	September - August 24	£2887.50
2	Introduce a daily 20-minute number session using 1 st Class in Number.	FB	September - August 24	
3	Develop the provision outside including sensory equipment.	PV/RA	September - August 24	£5000 per annum
4	Upgrade and ensure both halls have outstanding AV equipment for assemblies	PV	October 23	£12000