



# Lynch Hill School Primary Academy SDP 2021/23

*We Aim High, Work Hard, Care Deeply*

## SCHOOL CONTEXT

Number of pupils on roll:  
**920**

Percentage of pupils with English as an additional language (EAL): **38%**

Percentage of pupils eligible for pupil premium: **28%**

Number of pupils with an education, health and care (EHC) plan: **17**

2019/20 attendance up to March: **96.2%**

Attendance for 20/21: 95.8%

Persistent absence: **7.1%**

Attendance to March 2022: 93.16%

Authorised: 5.05%

Unauthorised: 1.78%

### Pupil achievement for end of KS2 2019

(Average Scaled Scores for LHS v national)

	LHSPA	National
Reading	108	104
Writing	105	
Maths	108	105
GPS	112	106

(% at & above expected standard)

	LHS Exs	Nat Exs	LHS Above	Nat Above
Reading	83%	73%	43%	27%
Writing	85%	78%	33%	20%
Maths	88%	79%	47%	27%
GPS	91%	78%	67%	36%
Combined	77%	65%	24%	11%

### EYFS & KS1 2019:

EYFS GLD: 75% (National 72%)

Y1 Phonics screening 95% (National 82%)

KS1 TA 2019:

	LHS Exs	Nat Exs	LHS Above	Nat Above
Reading	74%	75%	22%	25%
Writing	71%	69%	12%	15%
Maths	75%	76%	29%	22%
Combined	59%	65%	7%	11%

Autumn Y2 screening 2020: 91% achieved threshold score +

Autumn Y2 screening 2021 95% achieved threshold score+

### Group Analysis for future tracking

Pupil Premium: Low attainment at end of KS1 and KS2 in 2019 though FSM were broadly in line with LHS other for KS2

SEN: SEN support pupils were below SEN national in all areas, as were EHCP

White British need to close the attainment gap on other groups

Gender: Boys outperformed girls in KS2 Maths, Girls outperformed boys in all other areas. No real differential at the above standard. In KS1 boys below national boys for reading and maths and girls in line with or above national girls across the 3 core areas.

Covid-19, lockdowns and periods of self-isolation have widened gaps and staff recognise the need to close these rapidly

## SCHOOL CONTEXT

### Key areas to improve from data analysis and Blink review May 2019

% of pupils achieving expected or greater depth standard in reading, writing and maths combined in KS1

Writing from Reception to Y5 through non-negotiables and better links with reading.

Consistent use of PiXL across KS1 and KS2

Provision in Reception – ensuring good or better practice

Pursuing excellence as standard

Key staffing areas of issue	Covering Maternity Leaves Supporting new leaders
Budget information	Income Loss and Covid expenditure totaling £86k meant we ended 20/21 with an in-year deficit of £23K Projections for a surplus budget for 22 onwards although Nursery numbers low for 21/22
Key performance indicators for the next 3 years	<ul style="list-style-type: none"><li>• Reduce supply costs to less than £10, 000 per year by covering absences in-house</li><li>• Reduce overall % of expenditure on staffing year on year</li><li>• % of pupils achieving combined 'expected' or 'greater depth' standard in reading, writing and maths to be at least 70% in each year group from 1-5, with at least 20% exceeding</li><li>• % of pupils achieving combined 'expected' or greater depth' standard in reading, writing and maths to consistently remain above local and national in Y6</li><li>• Early years provision to be judged consistently good or better and EYFS data for GLD to be remain above national year on year</li></ul>

## **WHAT ARE OUR NON-NEGOTIABLE EXPECTATIONS AT LYNCH HILL SCHOOL PRIMARY ACADEMY?**

Total commitment to improving the life chances of pupils – high expectations and a clear focus on pupil development, performance and growth. Commitment to the very highest pupil outcomes for our children at all key-stages. Staff focus on pupils with everything else as peripheral. We aim high, work hard and care deeply.

High quality leadership at all levels that is visible, has impact and action, and travels in the same direction. Leadership sets the tone for any organisation, and our leaders, at all levels, will inspire, be visible, act as role models for other leaders and for pupils, and will be proactive and build high performing, unified teams.

Positive relationships, especially between staff, students and parents. Our immediate stakeholders need to feel that they are part of a supportive learning community. Relationships set the tone for any organisation. All relations will be positive; we will seek to understand and inspire our pupils, parents and wider community in a way that outstanding organisations can and should do.

We will always strive and improve and do things better. Complacency has no place at Lynch Hill: we will always strive to be the very best it can be for the community we serve and there will be no excuses for under-performance.

## SUMMARY OF PRIORITIES FOR 2021/23

<b>Achievement gap issues</b>	Pupil Premium in all year groups. Careful tracking of prior attainment groups in every year group, Gender: we have reversed poor performance of girls at end of KS2 as was evident in 2018 but need to address the stereotypical data of girls performing better in English and boys better in maths. Achievement gaps exist for SEN and EHCP and for white British pupils
<b>Priority 1</b>	To ensure that all pupils are supported to make up for lost learning as a result of the global pandemic and that gaps in knowledge and skills continue to close rapidly.
<b>Priority 2</b>	To continue to embed an enriched, broad and balanced curriculum with high quality teaching and learning where there is a key focus on <b>all children knowing more, remembering more, applying more and articulating more</b>
<b>Priority 3</b>	To further embed a culture of health and wellbeing across the school for pupils and staff
<b>Priority 4</b>	To further improve engagement with parents so that our families are best supported and families are able to thrive
<b>Priority 5</b>	To continue to develop strong leadership structures, ensuring that leaders at all levels are able to make a positive impact and that leaders including governors have a strategic vision of the school – recognising the strengths and areas for development

**PRIORITY ONE - To ensure that all pupils are supported to make up for lost learning as a result of the global pandemic and that gaps in knowledge and skills continue to close rapidly.**

TARGET & SEF REFERENCE	ACTIONS TO ADDRESS TARGET
To offer high quality tuition and interventions for those children in need so that gaps in learning are closed	<p>Use of catch-up funding for 1:1 tuition for pupils, using staff within the school – regular reviews and monitoring to ensure high quality</p> <p>Appropriate assessment and gap analysis undertaken</p> <p>All year groups to have intervention timetables in place for each term and to ensure use of best quality support resources (PiXL etc)</p> <p>Staff to create resources to support maths to keep up, not catch up.</p> <p>Additional staffing to be deployed most effectively to meet the needs of pupils</p> <p>Staff to keep up to date with initiatives</p> <p>Sharing of best practice across the school and trust and authority</p> <p>Extra RWI session on a Friday to target specific skills</p> <p>Use of afternoon maths lesson to practice fluency.</p>
To improve stamina for writing for targeted groups	<p>Quality first teaching to address targeted groups' stamina</p> <p>Use of support staff to work with focused groups or lead larger groups to allow teachers to lead focus groups</p> <p>Additional RWI training to be undertaken and implemented to model how to effectively use the RWI scheme in writing within Reception and Year 1</p> <p>Phonics Lead to observe and ensure training is being followed during mentoring time.</p> <p>Extra RWI session on a Friday to target specific skills</p> <p>Encourage writing throughout each lesson</p> <p>To introduce, as a non-negotiable, a minimum amount of writing acceptable for an 'at' expectation child in each year group</p> <p>Introduce a school newspaper with articles written by the pupils</p>
To implement effective improvement strategy for Y2 and Y4 so that these cohorts make the accelerated progress needed	<p>Y2 to work effectively with phonics lead to bridge some gaps the incumbent cohort of September 2021 may have owing to being most impacted by the national lockdowns</p> <p>Y1 TAs and phonics lead to support Y2 staff with effective phonics interventions</p> <p>Y4 to use PiXL package and QLAs effectively to accelerate progress and attainment across Reading, Writing and Maths</p>

To provide high quality language support for pupils across the school	<p>NELI programme in place for Reception and Nursery pupils (simplified version devised for Nursery to ensure pupils get the best start to speech and language). Ensure that identified staff are in place to deliver this across the year</p> <p>Speech Links to support speech and language development with support resources going home and links made with parents as to how they too can support their children</p> <p>Regular reviews and monitoring</p> <p>Use of PiXL support packages for development of language, vocabulary and oracy</p> <p>Introduce regular podcast opportunities for our pupils</p> <p>Use of linked texts within RWI lessons</p> <p>“Word of the Week” to be introduced</p> <p>Ensuring full sentences are used throughout the day</p> <p>Use of daily stories and talk through stories to enrich vocabulary.</p>
To provide fine and gross motor challenges from September 2021 using all areas of provision.	All staff to make links with the new EYFS curriculum and enhance their understanding of child development. Particularly how muscles need to be developed ready for writing.
<p><b>Those Responsible: Team Leaders</b></p> <p><b>Those Monitoring: Governors &amp; SLT</b></p> <p><b>Those Evaluating: L.Tomlinson</b></p>	

Key Milestones/Learning Journey		
Termly data indicates 100% of all groups of pupils on target to make at least good in year progress within an ‘Age-Related’ curriculum, regardless of prior attainment.		
Autumn 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> <li>Small-group tuition to be timetabled during school day and trialled after school in Y3</li> <li>Key marginal and tuition pupils identified and interventions planned</li> </ul>	<ul style="list-style-type: none"> <li>Small-group tuition to be delivered after school and in the school holidays for targeted pupils</li> <li>90% of key marginal and tuition pupils to have made good or accelerated progress</li> <li>Termly review by SLT ensures staff are working across year groups delivering interventions to</li> </ul>	<ul style="list-style-type: none"> <li>Small-group tuition to be delivered after school and in the school holidays for targeted pupils</li> <li>100% of key marginal and tuition pupils to have made good or accelerated progress</li> <li>Termly review by SLT ensures staff are working across year groups delivering interventions to</li> </ul>

<ul style="list-style-type: none"> <li>• Termly review by SLT ensures staff are working across year groups delivering interventions to best meet the needs of the children irrespective of which year group they are in</li> <li>• GAP analysis in Year 4 shows successful implementation and outcome of PiXL resources for reading and GPS</li> <li>• Every child from Y2 -6 to have an evidence-folder on Pobble to demonstrate ability and stamina for writing related to each genre taught in the term</li> <li>• Progress tests, results and analysis function of the PiXL vocab app in order to have successfully reviewed progress of pupils' knowledge of vocabulary</li> <li>• Learning walks will show clear evidence of quality first teaching</li> <li>• Peer observations will have taken place to support high quality teaching and learning and the focus on pupils making accelerated progress</li> <li>• First podcasts produced and shared</li> <li>• First edition of the children's school newspaper published</li> <li>• Every reception child to have an evidence file to demonstrate progress.</li> <li>• Baseline assessments completed and personalised targets identified</li> </ul>	<p>best meet the needs of the children irrespective of which year group they are in</p> <ul style="list-style-type: none"> <li>• Every child to have an evidence-folder on Pobble to demonstrate ability and stamina for writing related to each genre taught in the term</li> <li>• Learning walks observe more extending writing in RWI/phonics lessons</li> <li>• Learning walks show differentiated materials for writing in Reception so that every child has an opportunity to display their individual achievements.</li> </ul>	<p>best meet the needs of the children irrespective of which year group they are in</p> <ul style="list-style-type: none"> <li>• Every child to have an evidence-folder on Pobble to demonstrate ability and stamina for writing related to each genre taught in the term</li> <li>• Learning walks observe more extending writing in RWI/phonics lessons</li> </ul>
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**PRIORITY 2 - To continue to embed an enriched, broad and balanced curriculum with high quality teaching and learning where there is a key focus on children knowing more, remembering more, applying more and articulating more**

TARGET & SEF REFERENCE	ACTIONS TO ADDRESS TARGET
Ensure all staff know the curriculum offer for every subject area – what has come before and what follows after - so that children are offered a progressive curriculum that enriches and challenges	<p>Share curriculum overview with all teaching staff. Review regularly to ensure there are no unnecessary overlaps and that skills build logically</p> <p>Year Leaders to share year overview with previous year and next year to ensure staff are aware of the journey.</p> <p>Staff to make explicit links to previous learning so that children are able to remember what came before and how skills are being built upon</p> <p>The phrase 'I know more than I did before' to become embedded across the school</p> <p>Children are all given regular opportunities to apply their skills in different contexts and this is modelled and talked through by adults e.g. "I will use my Fred fingers to help me sound out the name of our topic"</p> <p>Support for new staff with regard to familiarisation with the LHSPA curriculum</p>
To continue to raise the profile of reading across the curriculum so that children are able to become fluent readers with a rich vocabulary	<p>Class readers to be established in every class. In EYFS and KS1 to read different books daily.</p> <p>Reintroduction of library lion or something similar in KS1.</p> <p>Enhanced budget allocated to replenish RWI resources and reading materials across the school</p> <p>Targeted interventions and therapies for those children who are not at the expected standard for fluency and/or comprehension</p> <p>Pre-teaching of vocabulary to be a key strategy to support targeted pupils</p> <p>Reading trolleys for the playground to support reading anywhere and anytime</p> <p>Nursery to ensure that their topic books available in every area of our learning environment. This will enable children to understand that information can be retrieved from print.</p> <p>Pupils to be given opportunities to post book reviews on DB Primary</p>
To bridge the gap between writing and maths/reading	<p>Reception and KS1 to fully implement the RWI writing training and provide sufficient high-quality opportunities for children to write with regular reviews from our RWI consultant</p> <p>Re-establish the non-negotiables for writing</p> <p>Ensure that there are sufficient opportunities for pupils to write for a specific purpose</p> <p>Make best use of PiXL and other support resources to target specific gaps in writing skills</p>



	<p>Compile writing exemplars for each year group to be reviewed and updated regularly</p> <p>Nursery to ensure that mark making is available in all areas of the environment.</p> <p>Nursery to track the progress of children half termly to ensure that gaps are being bridged.</p>
<p>To ensure that every year group offers opportunities for pupils to develop their DT skills and address the skills progression for this subject</p>	<p>Ensure that all staff are clear on the DT expectations for each year group</p> <p>Budget allocated to enable resources to be purchased to support teaching of DT</p> <p>Partnership work with LHEA DT leader to ensure best practice</p> <p>Big project launch – the DT festival – to raise the profile</p> <p>To specifically teach a DT skill each half term in EYFS which will link to their topic &amp; Nursery to participate in regular cooking activities to enable us to develop our DT skills.</p> <p>Share and celebrate outcomes with parents</p>
<p>To improve the quality of RE teaching across the school</p>	<p>Introduce Discovery RE to all year groups with specific training and time to review the resources and expectations</p> <p>Regular reviews, monitoring and feedback opportunities</p>
<p><b>Those Responsible: Team Leaders</b></p> <p><b>Those Monitoring: Governors &amp; SLT</b></p> <p><b>Those Evaluating: L.Tomlinson</b></p>	

### Key Milestones/Learning Journey

Termly data indicates 100% of all groups of pupils on target to make at least good in year progress within an 'Age-Related' curriculum, regardless of prior attainment.

Autumn 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> <li>• Learning observations and walks show that teachers are explicitly making links between previous learning, current learning and future learning and why the children are being taught what they are being taught</li> <li>• SLT and subject leaders to have reviewed quality of provision and skills progression to ensure each subject follows a logical sequence</li> <li>• Pupil voice, during learning walks, demonstrate that children are able to show their learning has increased and they can describe what learning has taken place in the lesson</li> <li>• Autumn data to show improvement in reading across the school</li> <li>• Learning walks and pupil interviews demonstrate that reading has a high profile in every class</li> <li>• Reading Bug Club launched in KS2</li> <li>• RWI 'Talk Through Stories' is being used across Year 1</li> <li>• Early reading evidence file compiled</li> <li>• Pobble writing portfolio showcases extended writing in foundation subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw RE is fully embedded in each year group</li> <li>• Pupil voice demonstrate an understanding of British Values and children can speak, with knowledge, about different faiths and diversity and protected characteristics</li> <li>• Subject lead is able to observe and evidence an increased DT profile through learning walks and work produced</li> <li>• All subject leaders to complete a review of quality of provision and application of skills in their given subject</li> <li>• To undertake a scrutiny of books to demonstrate consistent high-expectations and challenge across all year groups</li> <li>• RWI 'Talk Through Stories' is being embedded across Year 1 and training delivered so that it is being actively used in EYFS</li> <li>• Through formal lesson observations and pupil interviews, pupils are able to make links between subjects and apply skills learned in one area to a different context</li> <li>• Learning walks show children in reception will be delving deeper into topics and a wider range of challenges will be provided in the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• All subject leaders to complete a review of quality of provision and application of skills in their given subject</li> <li>• To undertake a scrutiny of books to demonstrate consistent high-expectations and challenge across all year groups</li> <li>• Through formal lesson observations and pupil interviews, there is clear evidence that pupils are able to make links between subjects and apply skills learned in one area to a different context</li> <li>• RWI 'Talk Through Stories' is embedded across EYFS and Year 1</li> <li>• Learning walks show children in reception will be delving deeper into topics and a wider range of challenges will be provided in the learning environment.</li> <li>• At least 95 % participation from pupils and staff with regards to book review on DB Primary.</li> <li>• All teachers can confidently explain the rationale around the arrangement of their year group curriculum, how it fits in with the other year groups and the proposed changes for the year ahead</li> <li>• All teaching staff understand and can confidently explain the pedagogical approach</li> </ul>

<ul style="list-style-type: none"> <li>• All teachers can explain the rationale around the arrangement of their year group curriculum and how it fits in with the other year groups</li> <li>• Successful DT festival just before October half term where key DT skills have been addressed in each year group</li> <li>• RE training is delivered to introduce new resources</li> <li>• Timetabling demonstrate that consideration has been given to the time allowance of each subject which is broadly balanced across year groups</li> <li>• All Reception staff to understand and be confident using early years guidance for the new framework.</li> <li>• All Reception staff to be confidently recording observations on Tapestry.</li> <li>• Children in reception will be delving deeper into topics and a wider range of challenges will be provided in the learning environment.</li> <li>• Autumn 2021, new staff familiar with curriculum coverage, old staff to get a greater insight to the curriculum.</li> <li>• By end of Autumn 2021, at least 70 % participation from pupils and staff with regards to book review on DB Primary.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers can confidently explain the rationale around the arrangement of their year group curriculum and how it fits in with the other year groups</li> <li>• All teaching staff understand the pedagogical approach that holistically encompasses provision for high quality teaching and learning at LHSPA</li> </ul>	<p>that holistically encompasses provision for high quality teaching and learning at LHSPA</p>
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**PRIORITY 3 - To further embed a culture of health and wellbeing across the school for pupils and staff so that all stakeholders aim high, work hard and care deeply**

TARGET & SEF REFERENCE	ACTIONS TO ADDRESS TARGET
To ensure that all teaching staff are using the wellbeing and resiliency handbook and graduated response so that there is highly effective support for pupils in need	Handbook and graduated response to be re-introduced during staff inset with clear expectations on its use REST scales to be completed each term Nursery to introduce 'how does your engine run?' to support the children's mental well being and to conform with Reception and Y1.
Introduce a new and effective behaviour policy and ensure that it is consistently applied across the school	Time allocated during September staff day to review the new policy and ensure clear understanding – opportunities for scenarios to be discussed – display these strategies in cupboards and refer to throughout the year. Create a culture of stepping in and helping when staff are not following this ("Would you like me to step in the gap?") Time allocated in first days of the school year to share the expectations of the behaviour policy with pupils Regular review opportunities within year groups and phase teams Year leaders and SLT to monitor closely
To ensure that staff feel well supported and can manage workload and challenges of school	Open door policy Regular feedback opportunities Access to therapy and support Wellbeing and workload to be part of team meeting agendas – potential use of these questions: <ol style="list-style-type: none"> <li>1. What are you most excited about now?</li> <li>2. What is concerning you most at the moment?</li> <li>3. How would you like things to be different in 12 months?</li> <li>4. How can I help?</li> </ol> Potentially re-introducing exercise/ activities for staff to join after school (Zumba) Emails to be reduced out of hours to ensure a better work/life balance.
To provide high quality mentorship opportunities for pupils and staff	Careful review of timetabling of all staff and ensure that any spare capacity is allocated to best meet the needs of pupils Improved lunchtime provision so that pupils have the right staff to go to when they need to Coaching and mentoring meetings and opportunities provided for staff across the year Embed the wellbeing team

To provide quality enrichment activities for pupils and staff

Embed the wellbeing team

**Those Responsible: Wellbeing team and SLT**

**Those Monitoring: Governors**

**Those Evaluating: L.Tomlinson**

### Key Milestones/Learning Journey

**Termly data indicates 100% of all groups of pupils on target to make at least good in year progress within an 'Age-Related' curriculum, regardless of prior attainment.**

Autumn 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> <li>Wellbeing and resiliency graduated response re-introduced to all staff during September inset and there is evidence that it is being used and referred to in each year group</li> <li>Re-establish the SMSC team as the SMSC and wellbeing team with additional staff members to support</li> <li>Back to school confidence questionnaires for pupils and staff completed and analysed</li> <li>REST scales completed for all year groups and plans implemented for pupils in need of support</li> <li>Monitoring shows that lunchtimes are successful and pupils are all given opportunities to actively engage</li> <li>Club and competition offer for KS1 and KS2 pupils</li> <li>Mentoring in place for targeted pupils</li> </ul>	<ul style="list-style-type: none"> <li>REST scales demonstrate improved resilience and wellbeing in our pupils. Interventions to continue for the reduced number of pupils in need</li> <li>Analysis of behaviour log shows decrease in incidents and interventions in place for children with recurring negative behaviours</li> <li>Pupil feedback demonstrates that lunchtimes are active and safe and that pupils enjoy them</li> <li>Re-introduce regular staff well-being activities or trips eg spa treatments, theatre trips, adult disco night etc</li> <li>Club analysis shows improving participation rates from Autumn term</li> <li>Mini police scheme established and recruited pupils have regular contact and opportunities to make a difference and raise aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Re-introduce regular staff well-being activities or trips eg spa treatments, theatre trips, adult disco night etc</li> <li>Club analysis shows improving participation rates from Autumn and Spring terms and pupil feedback indicates that the club offer is very well received and supports their wellbeing and development</li> <li>Mini police scheme established and recruited pupils have regular contact and opportunities to make a difference and raise aspirations</li> </ul>

<ul style="list-style-type: none"> <li>• Peer support and coaching for staff has been implemented</li> <li>• Wellbeing weeks in place to support staff</li> <li>• Staff survey conducted and results analysed with action points being addressed where possible</li> <li>• The behaviour log system to be adapted so that there are comments that relate specifically to Early years.</li> <li>• Completion of recruitment process for LHSPA Mini Police</li> </ul>		
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## PRIORITY 4 - To further improve engagement with parents so that our families are best supported and families are able to thrive

TARGET & SEF REFERENCE	ACTIONS TO ADDRESS TARGET
To ensure that all teaching staff build positive relationships with parents so that concerns can be raised and addressed promptly	<p>Continue to offer face-to-face opportunities at the end of the day for years N-3</p> <p>Offer telephone consultations to all parents for parents' evening for those unable to attend face-to-face appointments; this will ensure working parents have the opportunity to attend</p>
To understand the barriers that prevent some parents from actively engaging with school	<p>Carry out a parental survey regarding this, including reflections on what went well during national lockdown</p> <p>Create action plan from this feedback and make the proactive steps to embed any recommendations</p> <p>Find opportunities to speak with hard-to-reach parents to provide positive news and invite them in for targeted events and celebrations.</p> <p>Phone parents who we don't see regularly</p> <p>To ensure that emails and correspondence is sent to parents with sufficient time to prepare for changes.</p> <p>Send out regular change of details forms to enable us to provide the parents with a better service.</p> <p>Provide specific workshops and training opportunities for parents to help them to better understand how to engage with school and support their child</p>
To continue to offer regular communication with all parents regarding what is happening in school and give opportunities for them to share their feedback	<p>Move from just HT creating an article for the weekly newsletter, to other members of SLT and staff</p> <p>SLT to continue to be present at the gates each day</p> <p>Each year group to survey parents each term</p> <p>Provide specific feedback opportunities on new initiatives or key changes. Directly contact hard-to-reach parents for their input</p> <p>Provide regular opportunities in each year group to share year group and class news</p> <p>Invite parents into school for performances, information sharing sessions and celebrations</p> <p>Inviting parents of children in interventions in to support them with supporting their children at home.</p> <p>EYFS to provide a regular story and update at the end of every half term on Tapestry.</p> <p>EYFS parents to be contacted and supported if they are inactive on Tapestry.</p>
To ensure that our parents gain a better understanding of the school's duty to safeguard children	<p>DSL to provide termly articles for the newsletter to best explain this duty</p>

**Those Responsible: Team Leaders & all staff**

**Those Monitoring: Governors & SLT**

**Those Evaluating: L.Tomlinson**

Key Milestones/Learning Journey		
Termly data indicates 100% of all groups of pupils on target to make at least good in year progress within an 'Age-Related' curriculum, regardless of prior attainment.		
Autumn 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"><li>• Parental survey to be completed, changes implemented</li><li>• RWI masterclasses to help parents with key phonics skills in Reception and Year 1 made available online</li><li>• To offer a coffee morning/open afternoon to parents in EYFS to meet and greet and talk to teachers.</li><li>• Prioritise face to face and phone conversations above written notes</li><li>• Ensure positive messages are communicated home</li><li>• Launch first virtual newsletter on Tapestry</li></ul>	<ul style="list-style-type: none"><li>• Parental survey to be completed in year groups, analysis completed and changes implemented</li><li>• Specific phonics survey issued to parents regarding phonics to establish further support required, issued, analysed and actioned</li><li>• To have delivered further coffee morning and informal meeting opportunities</li><li>• Re-introduce parent workshops for maths mastery and other new initiatives</li><li>• Virtual newsletter on Tapestry</li></ul>	<ul style="list-style-type: none"><li>• Parental survey to be completed in year groups, analysis completed and changes implemented</li><li>• RWI masterclasses to help parents with key phonics skills in Nursery</li><li>• To have delivered further coffee morning and informal meeting opportunities</li><li>• Virtual newsletter on Tapestry</li></ul>



## PRIORITY 5 - To continue to develop strong leadership structures, ensuring that leaders at all levels are able to make a positive impact

TARGET & SEF REFERENCE	ACTIONS TO ADDRESS TARGET
Governors and leaders at all levels have a strategic vision of the school	Thinking Governance training to ensure that the vision and aims are clearly established and shared and regularly reviewed Governors to continue to follow the termly monitoring plans so that they are in school regularly Sharing and collaboration with the creation of the SDP and review of the SEF
All subject teams have a clear understanding of their subject and its role within the school	Subject leaders to be accountable and lead their subject area with clarity and passion Subject teams to create appropriate action plans that are regularly reviews and shared with all year groups to ensure transparency and greater understanding Subject leaders to lead some directed time sessions to share best practice and improvement targets Regular reviews and triangulation of evidence for each subject and feedback given
Leaders to build partnership links across the trust and more widely in order to challenge thinking and ensure best practice	Build in time across the year for the primary schools to work collaboratively on subject development Focused links with subject leaders from the secondary schools in the trust to develop thinking and skills development Expectation that subject leaders visit other schools
Provide further opportunities for quality training of leaders	Feedback outcomes of MLT SWOT analysis and ensure that all outcomes and recommendations are addressed Ensure regular meetings of year leaders are maintained and subject leaders are invited to attend / additional meetings are held with them to keep them abreast of developments within the school
To develop young leaders within each key stage	Each year group to plan opportunities for children to develop leadership qualities: in class activities, carrying out daily routines and tasks and in making a difference across the school: play leaders, various council members, school tour guides, club leaders, active movement ambassadors etc.
To ensure there is effective succession planning	Greater profile placed on subject teams and all members to be tasked with providing termly update to the subject lead regarding the subject within their Key Stage. More freedom to select subject teams of interest to the individual Provide sufficient training opportunities for team members so they can support team leaders most effectively
<b>Those Responsible: Team leaders</b>	

**Those Monitoring: Governors & SLT**

**Those Evaluating: L.Tomlinson**

Key Milestones/Learning Journey		
Termly data indicates 100% of all groups of pupils on target to make at least good in year progress within an 'Age-Related' curriculum, regardless of prior attainment.		
Autumn 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> <li>All middle leaders to have reflected on their own strengths and weaknesses</li> <li>Subject Action plans completed</li> <li>Thinking Governance Training delivered in Autumn 2</li> <li>First governor monitoring visit has successfully taken place - training</li> <li>New subject team established creating opportunity for teachers to develop their leadership skills</li> <li>All reception staff will be familiar with the EYFS framework.</li> <li>Audit of CPD needs completed and analysed</li> <li>CPD in place for new leaders – Deep Dives</li> <li>PM process completed and identification of next steps to support development of aspiring leaders</li> </ul>	<ul style="list-style-type: none"> <li>All middle leaders to have paired up with another contrasting middle leader to improve practice and effectiveness</li> <li>Subject leads making links with Trust schools to create opportunity for cross school activities or training</li> <li>Learning walks show all reception staff will be familiar with the EYFS framework.</li> <li>Monitoring shows that all reception staff will be taking part in weekly RWI masterclasses using the online portal to best effect to improve and develop practice.</li> <li>LGB all confident with the strategic Thinking Governance plan</li> <li>Governor monitoring visit has successfully taken place</li> <li>EYFS leaders, SLT and Trust to have implemented marketing strategy to promote LHPSA to families in Slough</li> </ul>	<ul style="list-style-type: none"> <li>KS1 Active school silver award</li> <li>Learning walks show all reception staff will be familiar with the EYFS framework.</li> <li>Monitoring shows that all reception staff will be taking part in weekly RWI masterclasses.</li> <li>Third governor monitoring visit has successfully taken place</li> <li>Governor feedback shows that all governors have a clear understanding of their strategic role in offering challenge and support for LHSPA</li> <li>EYFS leaders, SLT and Trust to have implemented marketing strategy to promote LHPSA to families in Slough and numbers in EYFS are increasing</li> <li>Staff review shows that succession planning is successful at LHSPA and leadership roles are all successfully filled</li> </ul>

<ul style="list-style-type: none"><li>• Develop marketing strategy to promote the school</li></ul>	<ul style="list-style-type: none"><li>• Monitoring shows that aspiring leaders undertaking tasks and challenges to develop leadership skills</li></ul>	
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