



Leamington Community Primary School



'Together we make a Difference'

Courage - Honesty - Determination - Respect - Kindness

School Improvement Plan 2020 – 2021

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



Gold



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 the Covid-19 pandemic. School was closed on 23rd March 2020 and was only open to critical workers/vulnerable children until Monday 22nd June. On this day we opened for Y6 children.

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 – July 2017

- Strategies already put into place to further develop outcomes for the most able pupils in the early years and in key stage 1 have the desired impact over time and are closely monitored
- Staff in the early years enhance the learning for the most able children by more skilfully questioning them when children are exploring independent activities
- The skills of middle leaders are further developed to enable them to better support staff in addressing key priorities for improvement, such as handwriting and challenging the most able in the early years and in key stage 1.

Contextual Information

Number on Roll: 417 (53% Boys/47% Girls)

PP – 199 children 48%

SEND – 129 Children 31%

EAL – 103 Children 25%

Attendance

2018-19 Overall Attendance – 96.6%

2018-19 Persistent Absenteeism – 4.8%

2019-20 Attendance is unavailable due to the Covid-19 Pandemic

2019 Data (2020 data not available due to the Covid-19 Pandemic)

Good Level of Development – 58%

Year 1 Phonics Screening – 79%

Year 2 Phonics – 60%

KS1

RWM – EXS+ 50% GDS 5%

Reading – EXS+ 65% GDS 12%

Writing – EXS+ 60% GDS 8%

Maths – EXS+ 60% GDS 10%

KS2

RWM EXS+ 73% GDS 13%

Reading EXS+ 83% (106) GDS 37% - Progress +2.7

Writing EXS+85% GDS 25% - Progress +1.1

Maths EXS+ 85% (105) GDS 20% - Progress +0.9

Grammar Punctuation and Spelling EXS+82% GDS 38%

All KS2 results are above national averages for EXS+ and GDS except for Maths GDS 27%.

Curriculum Rationale/Principles 2020

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 priority 1	<p>To implement a whole school approach to improving mental health and wellbeing</p> <p>1:1 Plan a transition back to school that acknowledges the recent impact on mental health 1:2 To implement Zones of Regulation framework across the whole school environment 1:3 To embed the Zones of Regulation within the Recovery Curriculum 1:4 To implement the Trail blazer mental health project across the whole school 1:5 Continue to monitor and develop assessment of pastoral interventions 1:6 Improve parent's support and understanding of mental health 1:7 Provide staff training and ongoing CPD opportunities 1:8 Provide enrichment activities that promote positive mental health and wellbeing 1:9 Continue to develop and promote staff wellbeing</p>
Focused priority 2	<p>To further enhance the immersive curriculum which is tailored to meet the needs of our community</p> <p>2.1 To help support a recovery curriculum. 2.2 To identify key content and essential basics to prioritise in a slimmed-down curriculum 2.3 To support staff with developing a merged curriculum with a focus on basic skills. 2.4 To ensure relevant Science skills are taught. 2.5 To encourage teachers to recap and reinforce basic skills. 2.6 To support teachers in creating new and relevant mathematics plans. 2.7 To use SIL plans for interactive ideas. 2.8 Encourage daily guided reading throughout the school. 2.9 Encourage more spelling/phonics lessons throughout the school.</p>

Background Priorities for Improvement

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

Background Priority 1	Review the coverage of BAME books/authors across the school. Review the narrative immersion books to include BAME books where necessary.
Background Priority 2	Implement the Governments tuition/catch up scheme following the Covid-19 pandemic
Background Priority 3	Review the implementation of RWInc. both in EYFS/KS1 and KS2
Background Priority 4	Continue to develop the maths immersion curriculum.
Background Priority 5	Continue to develop the WOW Writing project
Background Priority 6	Ensure Aspirations week is fully embedded in to the curriculum
Background Priority 7	Continue to develop Relationship, Sex and Health Education across the school.
Background Priority 8	Continue to develop a systematic approach to subject monitoring.

Plan for focused Priority 1

To implement a whole school approach to improving mental health and wellbeing

Ref	Target	Action	Success Criteria	Who	Cost
1.1	Plan a transition back to school that acknowledges the recent impact on mental health	<ul style="list-style-type: none"> • Provide clear communication to children and families before returning to school, which will minimize the 'unknown' aspect and provide parents with a newsletter with tips for preparing their children to return to school. • Teachers to reaffirm boundaries, rules, routines as safety measures • Decorate school to create a warm and welcoming environment that promotes positive mental health • Plan a Mental health and wellbeing focus for the first week back based on emotional regulation and resilience. • Plan a formal act of remembrance as a whole school by end of the week 1 to ease the sense of 'loss' and present a feeling of closure/ ending to the previous school year. • Teachers to complete children's voice questionnaires to help identify mental health difficulties that may have arose due to Covid-19. 	<ul style="list-style-type: none"> • Children and families will return to school with minimal stress and anxiety. Preparation minimizing the attachment to parents and easing the return to routine. • Creating a warm and welcoming environment to support children's wellbeing • Children will be able to celebrate the 'end of year' with previous teachers- diminishing the feeling of 'loss' they may have experienced with the abrupt ending to their school year. • Children's emerging needs are identified quickly and support will be put in place in order to minimize risk. 	NB/CM	£100 (already spent on The Dot book)?
1:2	To implement Zones of Regulation framework across the whole school environment	<ul style="list-style-type: none"> • Provide staff training on Zones of Regulation • Create timetable and resources for first week back based on introducing the Zones of Regulation and resilience • Ensure there is time throughout the school day for children to reassess their 'zone' and implement appropriate coping strategies • Ensure that every classroom has a Zones of Regulation display and safe space, as well as a strong presence across the whole school environment • Design and install 'zones' on the playground • Redesign playground to promote the Zones of regulation framework, including designing the sensory garden and sensory paths • Introduce a peer mentoring system on the playground • Review and monitor the impact of Zones of Regulation at regular intervals throughout the school year 	<ul style="list-style-type: none"> • Children will be able to recognise and understand emotions in themselves and others • Children will be able to use personalised strategies to self-regulate emotions • Overall improved mental health and wellbeing of staff and children • Improvement in behaviour across the whole school • Children will be more engaged in learning 	NB/CM / PV/ RM	£50

1:3	To embed the Zones of Regulation within the Recovery Curriculum	<ul style="list-style-type: none"> • Work closely with the Curriculum Lead to ensure the recovery approach is embedded throughout the whole school curriculum. • Dedicate daily sessions in the school timetable to discuss and promote positive mental health and wellbeing • Invest in mental health and wellbeing story books to use in circle time sessions and to prompt discussions around mental health. • Invest in wellbeing journals/ personal scrapbooks for each pupil • Ensure that Zones of regulation framework is embedded across the whole school and is an integral part of everyday life • Provide Recovery Curriculum staff training • Continue staff CPD on mental health throughout the school year 	<ul style="list-style-type: none"> • Children will have a greater awareness of the importance of looking after their mental health. • Children will have daily opportunities to discuss their mental health and wellbeing • Mental health and wellbeing will be an integral part of the whole school curriculum • All children will have an understanding of mental health and be able to use positive coping strategies to improve their wellbeing • Staff will feel confident when discussing and teaching mental health with children. 	NB/CM /SH	
1:4	To implement the Trail blazer mental health project across the whole school	<ul style="list-style-type: none"> • Introduce Education Mental Health Practitioner role to staff and establish the consultation process and criteria for referrals • Ensure teachers are using the pupil voice questionnaire before referrals. • Education Mental Health Practitioner to lead psychoeducation lessons for each year group • CM/NB to create a one page 'Leamington's Phase of Recovery' document and identify the stages of Mental Health support provided • Involve Education Mental Health Practitioner in SEND based coffee mornings to support parents • Find dedicated room for 1:1/ group work interventions 	<ul style="list-style-type: none"> • All staff will understand the process of consultation or referral. • KS1/KS2 will be provided with the opportunity to work with an Educational Mental Health Practitioner in the classroom setting • Some pupils will receive individual/ small group assessments and interventions through the Educational Mental Health Practitioner • Families will receive advice from the Educational Mental Health Practitioner 	CM	None
1:5	Continue to monitor and develop assessment of pastoral interventions	<ul style="list-style-type: none"> • Inclusion Team to meet regularly to discuss specific children; ensuring access to appropriate interventions • Continue to keep robust records of wave 2 and 3 interventions; keeping the 'Inclusion Register' up to date • Create a register of mental health needs and identify levels of need throughout the school • Create a document structuring Wave 2 and 3 support. • Implement structured mental health focused interventions • Implement assessment tool for all interventions 	<ul style="list-style-type: none"> • Wave 2 and 3 support and intervention will be directed to the children that need it • Children will receive structured progressive interventions to support their mental health and wellbeing • Pupils will build their resilience and improve their wellbeing • Opportunity to assess impact of all interventions 	NB/CM	None

1.6	Improve parent's support and understanding of mental health	<ul style="list-style-type: none"> • Host workshops for parents on emotional regulation, mental health and wellbeing • Increase Mental Health presence on website- Update website with support and advice page • Half termly newsletters focused on an aspect of mental health on website and social media 	<ul style="list-style-type: none"> • Break the stigma around discussing mental health and wellbeing for parents • Parents to have an increased understanding of mental health • Parents to be aware of support services available 	NB/CM	None
1.7	Provide staff training and ongoing CPD opportunities	<ul style="list-style-type: none"> • NB/CM to provide Zone of Regulation staff training • NB/CM to provide ongoing mental health staff training based on arising needs of our pupils • CM to create a Padlet of Mental Health resources for staff to ensure they are prepared with lesson suggestions and advice around a variety of topics that may arise through discussions/lessons • CM to keep the Padlet updated throughout the year to meet the needs of the teachers 	<ul style="list-style-type: none"> • All staff understanding of mental health and wellbeing will increase • Staff will have increased knowledge and access to an updated bank of advice, lesson plans and continued professional development 	NB/CM	None
1.8	Provide enrichment activities that promote positive mental health and wellbeing	<ul style="list-style-type: none"> • NB to ensure KS1/KS2 children continue with yoga sessions from Rejuvenate Wellbeing CIC • CM to confirm commitment with 'Everton in the Community' to work with Year 4 pupils for a year. • CM to organise the Lord Derby award for Year 5 children (April 2021) • CM to continue to make links within the local community to invite visitors/ workshops that promote children's mental health • CM to plan opportunities to experience wellbeing days at least once a term to break the stigma of talking about mental health. <p><i>Autumn 1: World Mental Health Day 9th Oct 2020</i> <i>Spring 1: Mental Health Awareness (Day) Feb 2021</i> <i>Summer 2: Wellness week: Focusing on the link between physical and mental health</i></p>	<ul style="list-style-type: none"> • Children will speak openly about mental health • Children will be inspired through lessons from the community in relation to mental health. • Increased children experiencing positive mental health • Children will experience the link between physical and mental health. 	CM	£3000 Lord Derby
1.9	Continue to develop and promote staff wellbeing	<ul style="list-style-type: none"> • Provide staff with quality CPD • Ensure staff continue to follow the email curfew • When appropriate use staff meeting time to complete assessment/ planning tasks in order to reduce workload • Complete a staff survey to see what they would like to see in school to promote own well-being • SLT to discuss appropriate strategies to support outcomes of staff survey and implement 	<ul style="list-style-type: none"> • Staff gain knowledge and progress in their area • Staff to have a healthy work/ life balance • Reduced workload for staff • Staff will be supported and understand that their wellbeing and mental health will be a priority for the school. 	PV/RM /SLT/ NB/ CM	None

Plan for focused Priority 2

To further enhance the immersive curriculum which is tailored to meet the needs of our community

Ref	Target	Action	Success Criteria	Who	Cost
2.1	To help support a recovery curriculum.	<ul style="list-style-type: none"> Work closely with SEND and MHL on ensuring a recovery curriculum is in place. Arrange for a designated session throughout the school each day to focus on Mental Health and the Recovery Curriculum. 	Children and staff will have a better understanding of strategies to deal with mental health. Mental Health and Wellbeing will be integral to the curriculum.	SH NB CM	
2.2	To identify key content and essential basics to prioritise in a slimmed-down curriculum	<ul style="list-style-type: none"> SH to work with Subject leaders to identify key content from units of work. Staff to create planning which focuses on the key objectives of the National Curriculum. Keep in mind the questions: What is the crucial learning that has been missed? What do children really need to know and understand? What would prevent later learning if this knowledge was missing? 	Key objectives, skills, knowledge and understanding are still a priority for teaching. Gaps in learning will be bridged.	SH CM LT	
2.3	To support staff with developing a merged curriculum with a focus on basic skills.	<ul style="list-style-type: none"> Staff to work on a merging of units of work from the previous term. Teachers will use the current planning available for Summer term from the previous year alongside the newly created knowledge organisers. This will create a block of work covering 4-6 weeks which includes two relevant units of the curriculum. All writing for a purpose will be generated from these units of work and take up the majority of English lessons as well as Humanities. 	Units of work are merged in order to cover the majority of knowledge understanding and skills from the Summer Term in the foundation subjects. The Summer term plans can be used as a vehicle for teaching and learning where the most relevant KUS are selected in order to merge two units of work into one. Basic skills will be reinforced as an integral part of each lesson.	SH All staff	
2.4	To ensure relevant Science skills are taught.	<ul style="list-style-type: none"> Support staff in designing Science planning which covers all relevant KUS including Scientific enquiry. (Approximately 2 weeks per unit of work). Zoom meetings with Year Group teachers, Science Leader and Lead Practitioner to support with merging of plans. 	Children have access to all relevant Science objectives.	SH SD	
2.5	To encourage teachers to recap and reinforce basic skills.	<ul style="list-style-type: none"> Support staff with integrating basic skills into the curriculum as a daily focus. Planning to include highlighted basic skills for each lesson. Set up recap activities for basic skills. Weekly sharing of basic skill ideas in Staff meetings. 	Basic skills are integral to all where we need to weave them throughout each lesson. Ideas for integration with basic skills will be shared across the school	SLT All staff	

2.6	To support teachers in creating new and relevant mathematics plans.	<ul style="list-style-type: none"> Teachers to use the previous term's mathematics planning with a focus on basic skills, place value and the 4 operations. Use these basics to incorporate the units of geometry and data handling into problem solving. 	Mathematics objectives are covered and reinforced. Basic skills are put in place as building blocks.	SH FB HH	
2.7	To use SIL plans for interactive ideas.	<ul style="list-style-type: none"> Teachers to use ideas from SIL plans to develop activities that are creative and interactive for Mathematics and English. 	The curriculum remains creative and interactive whilst covering important skills from previous Year group/term.	All staff	
2.8	Encourage daily guided reading throughout the school.	<ul style="list-style-type: none"> Guided read will be timetabled throughout the school as a non-negotiable activity. Teachers to select relevant reading materials for identified groups of children with a focus on writing genres from units of work. Teachers to teach and reinforce basic reading strategies: reading and recognising sight words; tracking print from left to right; using picture cues; identifying story elements and genres; retelling stories; making predictions: highlighting phonetic awareness. 	Reading will be a focus with daily sessions and individual assessments of children's ability. Children will be familiar with reading strategies.	SH JE JW	
2.9	Encourage more spelling/phonics lessons throughout the school.	<ul style="list-style-type: none"> Use Oxford Owl spelling/phonics from previous year where appropriate. Use structured resources alongside a multi-sensory approach to spellings which includes a range of games and activities. Daily vocabulary and word games to link into units of work. Identify ways of integrating spellings into units of work, especially when teaching writing. Use Fresh Start for Years 5 and 6 where needed. Subject Leader to monitor spellings and phonics throughout the school. 	Spelling and phonics will be prioritized throughout the school. Spellings and phonics will be integral to the curriculum. Spellings and phonics will be closely monitored throughout the school including interventions.	SH JE JW	