



# Leamington Community Primary School



'Together we make a Difference'  
Courage - Honesty - Determination - Respect - Kindness

## School Improvement Plan 2021 - 2023

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 the Covid-19 pandemic and several lockdowns, isolation periods for year groups and remote learning. 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: 489 (53% Boys/47% Girls) including 72 in Nursery  
PP – 219 with 11 in nursery children 49.8%  
SEND – 174 Children 35%  
EAL – 110 Children 20%

## **Attendance up to May 20<sup>th</sup> 2022**

Overall	Boys	Girls	Disadvantaged	SEN	PA
95.4%	95	94.5	93.7	94.8	11.3
4.6%	5.0	5.5	6.3	5.2	

## **2019 Data (2020/21 data Statutory 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 2021**

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 2021-23**

<b>Focused Priority 1</b>	To implement the Development Matters Curriculum in EYFS
<b>Focused Priority 2</b>	To further implement a systematic phonics reading scheme - Read, Write Inc. resources in EYFS, KS1 and KS2
<b>Focused Priority 3</b>	To establish the Mastering Number programme in EYFS and KS1
<b>Focused Priority 4</b>	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	Implement the Baseline assessments in Reception
Background Priority 2	Continue to embed a whole school approach to positive mental health including the ZOR
Background Priority 3	Ensure Aspirations week is fully embedded in to the curriculum
Background Priority 4	Ensure the Relationship, Sex and Health Education scheme is well developed across the school.
Background Priority 5	Continue to develop a systematic approach to subject monitoring.
Background Priority 6	Monitor the development of Steps to Reading throughout the school
Background Priority 7	Renew the Arts Mark Status working closely with Bluecoat
Background Priority 8	Review assessment in foundation subjects linked to Schema Theory and work developed by Christine Counsell.

## **Key**

<b>Complete</b>	
<b>Ongoing</b>	
<b>To be started</b>	

## Plan for Focused Priority 1

### To implement the Development Matters Curriculum in EYFS

Ref	Target	Action	Success Criteria	Who	Cost
1.1	<b>To decide which curriculum best suits our children's development ready for implementation September 2021.</b>	<ul style="list-style-type: none"> <li>Time to compare Development Matter and Birth to 5.</li> <li>Discuss similarities, differences, which is best suited to our setting and children.</li> <li>Give LSO's time to look at the documents together and discuss what they prefer and why.</li> <li>Break down each area of learning, look at statements, progression of skills, how will observation/assessment/planning work?</li> </ul>	<ul style="list-style-type: none"> <li>All EYFS staff to be involved in deciding which document we will use in order to ensure children achieve ELG by the end of Reception.</li> <li>Staff meeting to discuss and agree-majority vote.</li> </ul>	EYFS staff	£0
1.2	<b>To ensure Development Matters can be used as a working document to support observation, assessment and planning</b>	<ul style="list-style-type: none"> <li>Discuss as a team how we can ensure we cover all aspects of development matters but include relevant aspects of Birth to 5 that we feel our children will need or will make our assessment process accurate and achievable.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be confident in using Development Matters and feel that children's needs are being met as we combine "missing" aspects from Birth to 5.</li> <li>Development Matters is structured and easy to follow.</li> <li>Staff to identify aspects of Birth to 5 they feel need to be taught alongside Development Matters</li> </ul>	EYFS Staff  NB	£0
1.3	<b>To work on breaking development Matters down into subheadings when appropriate</b>	<ul style="list-style-type: none"> <li>Development Matters areas of Learning will be broken down into smaller subheading e.g. Communication and language statements will be divided into Speaking and Understanding</li> </ul>	<ul style="list-style-type: none"> <li>Staff to decide on relevant subheadings.</li> <li>NB to work through document to break down areas to make planning, observation assessment more focussed.</li> </ul>	NB	£0
1.4	<b>To agree on how to use target tracker in line with new guidance to ensure tracking is accurate and purposeful</b>	<ul style="list-style-type: none"> <li>As a team we will look at Target tracker and agree how we will show children who are tracking well below, emerging, expected and exceeding across the curriculum and year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are clear about tracking process and all feel that tracking will provide an accurate picture and inform future planning.</li> </ul>	EYFS Staff	£0
1.5	<b>To update all continuous provision planning (long term plans)</b>	<ul style="list-style-type: none"> <li>All areas of continuous provision need to be updated with new objectives from Development matter.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous provision updated and to be used as a working document.</li> <li>All staff know what learning is to take place in each area and why.</li> </ul>	EYFS Staff	Possible resource implications

		<ul style="list-style-type: none"> <li>Staff to agree on a set number of "key" objectives from each area, discuss how we can make continuous provision planning more useful- can we target/focus on key objectives? Incorporate blank level questioning?</li> </ul>	<ul style="list-style-type: none"> <li>Resources provide opportunities for learning and challenge.</li> </ul>		
1.6	<b>To look and key headlines in the new curriculum and know how we will implement in our daily practice.</b>	<ul style="list-style-type: none"> <li>Discuss what we feel the headlines are/changes/what next.</li> <li>Talk about how we will ensure we are covering key objectives.</li> <li>How can we incorporate new objectives into our immersive curriculum?</li> <li>Does our environment prove the children with the opportunities to meet the new objectives?</li> </ul>	<ul style="list-style-type: none"> <li>Staff are confident in delivering the new curriculum and know how to use the document to plan, observe and assess.</li> <li>New objectives are taught through our immersive curriculum.</li> <li>Continuous Provision reflects headline and children's needs, challenging and providing opportunities to learn through play.</li> </ul>	EYFS Staff	Possibly resource implications
1.7	<b>To ensure all stakeholders understand the Development Matters Curriculum</b>	<ul style="list-style-type: none"> <li>Staff meetings for all staff and governors outlining the DM curriculum and how it is being developed in EYFS</li> <li>Website updated to include information about the curriculum for parents and carers.</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders understand the starting points of the children in EYFS and the curriculum.</li> <li>SLT and governors are confident in holding EYFS to account in monitoring the implementation of the curriculum and its outcomes.</li> </ul>	All Stakeholders	£0

### Plan for Focused Priority 2

#### To further implement a systematic phonics reading scheme - Read, Write Inc. resources in EYFS, KS1 and KS2

Ref	Target	Action	Success Criteria	Who	Cost
2.1	<b>High quality of teaching phonics – daily with contingency plans for absent teachers.</b>	<ul style="list-style-type: none"> <li>All EYFS and KS1 staff to deliver quality phonics sessions with no exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver phonics sessions in small groups. Children to develop independence reading and writing.</li> </ul>	All EYFS/KS1	N/A
2.2	<b>Daily KS2 Phonics or Fresh Start provision for children who need it.</b>	<ul style="list-style-type: none"> <li>Phonics Lead to be aware of pupils requiring phonics provision and track progress using JW tracking sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Children will make progress and move on to RWI Spelling Scheme.</li> </ul>	KS2 staff Phonics Lead  Eng Team	Cost of Phonics lead out of class.

		<ul style="list-style-type: none"> <li>LSO'S/intervention teachers to provide quality phonics provision for children who need it.</li> </ul>			
2.3	<b>Training for staff in RWI Phonics, phonics class books, Get Writing and RWI Reading Scheme.</b>	<ul style="list-style-type: none"> <li>All staff to receive training of phonics by RWI through the Liverpool Reading Project organised by Phonics lead.</li> <li>SLT to attend implementation training to fully understand the programme.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will know how to teach phonics, get writing and use the RWI phonics scheme.</li> <li>Robust monitoring of the programme will ensure high quality teaching and learning.</li> </ul>	AN All staff	Free Training. Cost for supply
2.4	<b>Develop role of Phonics Lead with support from Liverpool Reading Project/RWI consultant.</b>	<ul style="list-style-type: none"> <li>Develop role of phonics lead to carry out deep dives into phonics, support less experienced staff and track and monitor pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Tracking of pupil progress</li> <li>Arrange training</li> <li>Sign post training to staff on portal.</li> <li>Support less experienced staff.</li> </ul>	AN/SH	Cost of Phonics lead out of class.
2.5	<b>Order RWI resources including new Teacher handbooks.</b>	<ul style="list-style-type: none"> <li>Use contact, Kim Sherlock with 30% discount to order Get Writing and spelling booklets for September. May want to order new set of RWI phonics class books to match new Get Writing scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Children will have correct booklets for working in for September.</li> <li>A/N to ask teachers which booklets to order as not all on age appropriate booklets.</li> </ul>	AN English Team	
2.6	<b>Teaching phonics/Fresh Start – intervention.</b>	<ul style="list-style-type: none"> <li>LSOs deliver quality additional phonics interventions to boost children's progress and fill gaps in knowledge. 1-1 RWI phonics training is on Portal.</li> </ul>	<ul style="list-style-type: none"> <li>Children to develop independence reading and writing.</li> </ul>	All staff teaching phonics/fresh start	N/A
2.7	<b>Implement RWI Reading Scheme</b>	<ul style="list-style-type: none"> <li>Staff meeting for anyone teaching phonics to show how to use new reading scheme. Use suggested RWI timetable.</li> <li>Decide how to communicate scheme to parents/ children using socials and dojo.</li> </ul>	<ul style="list-style-type: none"> <li>Children have access to books in guided reading sessions and interventions that match their sound knowledge. After 3 days take home copy of same text (black and white) then after 3 days take a new home reader book with the same sound.</li> </ul>	AN English Team	N/A
2.8	<b>Organise RWI class readers and home readers</b>	<ul style="list-style-type: none"> <li>Books to be stored in new book cases in KS1 corridor in colour coded box files. All books going home to be stamped including black and whites.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have access to high quality texts and can make excellent progress.</li> </ul>	KS1 LSO's AN	

2.9	<b>Implement RWI eBook subscription.</b>	<ul style="list-style-type: none"> <li>• Teacher have access to a variety of online RW I resources to use in class or can assign pupils books to read or activities to do at home.</li> <li>• Phonics lead to take support from Oxford Owl support and share with staff how to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Parents/ children know how to access eBook subscription.</li> <li>• Teachers know how to assign books.</li> </ul>	AN English Team	£225.00 a year
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### Plan for focused Priority 3

#### **To establish the Mastering Number programme in EYFS and KS1**

Ref	Target	Action	Success Criteria	Who	Cost
3.1	<b>To establish the Mastering Number programme in Reception, Year 1 and Year 2.</b>	<ul style="list-style-type: none"> <li>• Staff to attended training with the North West Maths Hub.</li> <li>• The lead teachers, maths subject lead and headteacher engaging in a range of synchronous and asynchronous online professional development, including three live sessions, across the academic year.</li> <li>• Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop fluency with, and understanding of, number that is crucial to future success in maths and academic progress more generally.</li> <li>• Fluency in calculation and a confidence and flexibility with number.</li> <li>• Staff develop understanding and their use of appropriate manipulatives to support their teaching of mathematical structures.</li> </ul>	PV/NB/HH/AN	£0
3.2	<b>To develop solid number sense, including fluency and flexibility with number facts.</b>	<ul style="list-style-type: none"> <li>• Children in Reception, Year 1 and Year 2 will have a daily teacher-led session of 10 to 15 minutes on mastery of number.</li> <li>• Children in these year groups will continue receive maths teaching as in line with the school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop fluency with, and understanding of, number that is crucial to future success in maths and academic progress more generally.</li> </ul>	All KS1/EYFS Staff	£0
3.3	<b>Teaching staff work closely with the North West Maths Hub to ensure success implementation and the mastery is embedded in the curriculum.</b>	<ul style="list-style-type: none"> <li>• Teachers will contribute regularly to an online community led by the Work Group Lead, reflecting on the implementation and impact of the programme, as well as attending two, more formal online sessions, during 2021/22</li> </ul>	<ul style="list-style-type: none"> <li>• The programme will be fully imbedded in the curriculum and more pupils will make better than expected progress in by the end of KS1 and KS2.</li> <li>• Staff develop skills in working in a professional learning community, reflecting with other colleagues on their own practice, and refining skills through support and challenge within a community</li> </ul>	All KS1/EYFS Staff/PV	£0



			<ul style="list-style-type: none"> <li>Develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1</li> </ul>		
3.4	<b>Pupils are given the appropriate resources to be successful.</b>	<ul style="list-style-type: none"> <li>School to be given 60 renkenrek from the North West Maths Hub</li> <li>School to purchase more resources if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop fluency with, and understanding of, number that is crucial to future success in maths and academic progress more generally.</li> </ul>	PV/NB/HH/AN	£ Possible

### 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
3.1	<b>Senior Leadership team with The Thinking Matters team to discuss the Meta Learner Vision and training plan.</b>	<ul style="list-style-type: none"> <li>Understanding of the Meta learner vision</li> <li>Select the drive team for the project</li> <li>Introduction to the SPARE Model</li> <li>School Development Plan includes the training programme.</li> </ul>	<ul style="list-style-type: none"> <li>Drive Team are selected and SLT fully understand the training plan.</li> </ul>	SLT June 2022	£5000 (Year 1 and £3000 Year 2)
3.2	<b>Establish a drive team who become agents of change.</b>	<ul style="list-style-type: none"> <li>Developing a Thinking School Intro.</li> <li>Developing your Meta-Learner Target.</li> <li>Baselining, the SPARE model &amp; gathering Exeter evidence.</li> <li>Drive team prioritise actions for School's Thinking Action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Drive team are confident in challenging the whole school in their understanding of metacognition and how it will be developed across the whole school.</li> </ul>	Drive Team July 2022	
3.3	<b>Whole staff have a deep understanding of the Science of Learning.</b>	Staff receive training on: <ul style="list-style-type: none"> <li>Brain Structure &amp; Function</li> <li>Neuroplasticity</li> <li>Memory</li> <li>The Emotive Brain</li> <li>Brain Operating Modes</li> <li>Deliberate Practice</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>The drive team ensure the Science of Learning is woven into pedagogy and practice.</li> <li>Pupils begin to understand how they learn accelerating the rate of progress in line with the national average of 9 months.</li> </ul>	Whole Staff Oct 2022	

3.4	<b>Metacognition is developing across the whole school.</b>	<ul style="list-style-type: none"> <li>Thinking Processes and Visual Tools are developed. All staff have an Understanding Thinking Processes and introduce Thinking Frames.</li> <li>Drive team monitor and evaluate the impact of the tools.</li> </ul>	<ul style="list-style-type: none"> <li>The thinking processes and visual tools are used effectively.</li> <li>Pupils have a deeper understanding of how they learn accelerating the rate of progress in line with the national average of 9 months.</li> </ul>	Whole Staff Feb 2023	
3.5	<b>The language of Metacognition is deepened and is part of the fabric of T+L.</b>	<ul style="list-style-type: none"> <li>Practice is further enhanced:</li> <li>Deepening Metacognition: Classroom Language and Environment:</li> <li>Questioning and the Reflective Lens</li> <li>Meta Feedback</li> <li>The Physical and Affective Environment</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks and pupil voice demonstrate the classroom language and a deep understanding of metacognition.</li> <li>All pupils make accelerated progress.</li> </ul>	Whole Staff June 23	
3.6	<b>Metacognition is fully embedded in to the pedagogy and practice of all staff and pupils.</b>	<ul style="list-style-type: none"> <li>All stakeholders are:</li> <li>Developing Metacognition: Intelligent Learning Behaviours (Habits of Mind):</li> <li>Introducing Intelligent Learning Behaviours</li> <li>Measuring Progress</li> <li>Planning for whole school implementation</li> </ul>	<ul style="list-style-type: none"> <li>All pupils make rapid progress.</li> <li>School achieves the Thinking Schools Accreditation from the University of Exeter.</li> </ul>	Whole Staff September 23	

#### **Background Priorities for Improvement**

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

	<b>Background Priority</b>	<b>Lead Responsibility</b>	<b>Timescale for completion</b>
1	Implement the Baseline assessments in Reception	Natalie Benson	September 2021
2	Continue to embed a whole school approach to positive mental health including the ZOR	Ciara Maher/Natalie Boyd/Rachel Mellor	February 2022
3	Ensure Aspirations week is fully embedded in to the curriculum	Stephanie Leach	June 2022
4	Ensure the Relationship, Sex and Health Education scheme is well developed across the school.	Rachel Mellor	February 2022
5	Continue to develop a systematic approach to subject monitoring.	Paul Vine	July 2022
6	Monitor the development of Steps to Reading throughout the school	Sharron Halligan/Jennifer Evans/Jennifer Wilson	July 2022
7	Renew the Arts Mark Status working closely with Bluecoat	Stephanie Leach	July 2022
8	Review assessment in foundation subjects linked to Schema Theory and work developed by Christine Counsell.	Sharron Halligan	July 2023