Knutsford Primary Academy

Academy Improvement Plan

2023 – 2024

ASPIRE
Academies Trust

Contents

Vision

Inspiring our children to be happy, successful learners and responsible citizens.

Mission

To create a safe and challenging learning environment where our children can be the best they can be.

Aims

Helping our children to be the best they can be by:

- Encouraging positive feelings of self-worth, allowing children to develop the confidence to fulfil their potential and be successful in an ever changing world.

- Providing a culture where children are excited by their learning and challenged to take risks, safe in the knowledge that making mistakes is part of the learning process.

- Ensuring that children achieve high standards of behaviour and achievement by encouraging responsibility, independence, resilience, self-discipline and respect for others.

- Providing a safe, nurturing community that promotes the spiritual, moral, social and cultural development of all children.

- Promoting the values our children have identified as essential to being a good citizen: kindness, integrity, honesty, teamwork, working with the community, equal rights for all, consideration, fairness and respect for each other.

- Promoting British values of democracy, the rule of law, individual liberty and mutual respect for those with different faiths and beliefs.

Context

Ofsted
Knutsford Primary Academy was inspected in January 2023

- Overall effectiveness   Good
- The quality of education   Good
- Behaviour and attitudes   Good
- Leadership and management   Good
- Early years provision   Good

Amongst the strengths identified during the inspection were:
- Pupils are considerate of each other and have empathy and respect for their peers.
- Pupils demonstrate good attitudes to learning.
- Pupils take on responsibilities and make a genuine difference to school life.
- There is a shared commitment to include everyone.
- The curriculum is ambitious and well-sequenced and goes beyond the core requirements.
- Leaders have a steadfast commitment to developing staff expertise.
- The school's provision for SEND pupils is strong.
- Phonics and reading are taught well.
- Staff have strong subject knowledge in maths.
- Safeguarding is effective.

The inspection identified the following area for improvement:
There is some minor variation in the expertise of staff in the early years. This leads to some inconsistencies in the quality of learning opportunities that children access independently and through their play. Leaders should ensure that all staff in the provision have secure understanding of how to maximise and extend children's learning using relevant and meaningful activities consistently well.

See priority 3 on page 15 for our plans to improve this area.

Priority 1a   Aspire: SEND

NB: This is a generic set of starting points and possibilities; each school will need to add detail which is bespoke to their context.

FOCUS: To strengthen and develop SEND provision in all Trust schools 23/24.		
Aspire Perspective: Through this plan, in our Trust, we aim to: strengthen and develop SEND provision in all of our schools.	**Academy Perspective:** Through this plan, we aim to: strengthen SEND provision, to best meet the needs of pupils in our context, to make good progress from their starting points.	**Attainment/Progress:** By developing and improving SEND provision, pupils with SEND will have access to a full curriculum and will make good gains.

Key Themes What are the key themes? What activities / behaviours will we see when it's working?	Implementation Activities How will it be done? Eg. Training, resources, monitoring, coaching, mentoring, sharing best practice, communications.	Implementation Outcomes How will we know it's working?	Pupil Outcomes How will pupils benefit?	Review of Progress Towards Outcomes Are we making progress with our plan? What are the actual outcomes for pupils? What is the impact?
Gaining knowledge and skills about SEND in our schools.	Audit of skills / knowledge. Collate audit information. Source and make accessible high quality CPD. Design and deliver bespoke Aspire CPD/T4C. Effectively share current levels of expertise. Consult 'experts' in weaker areas. Make use of T4C, INSET, and networks.	Consistently high levels of knowledge and expertise across the Trust. Effective strategic roles in place. Fit for purpose range of CPD. Good access to 'experts' where necessary. Opportunities for staff to visit other schools.	Improved staff knowledge, skills and expertise will result in consistently good teaching and SEND support. Improved social, emotional development.	
Strengthening the quality of education.	CPD/T4C to support all staff to adapt the curriculum to meet the needs of all learners. Teach, model and share best examples of practice; peer reviews. Increase levels of collaboration across schools.	Pupil voice. Improving evidence of learning / adaptations. Increased examples of collaboration. Monitoring shows an improving and more consistent picture.	Improvements in quality and consistency will lead to greater levels of pupil engagement, improved progress and social and emotional development.	

	Monitor the quality of teaching and of interventions. Feedback and respond to monitoring findings. Maximise opportunities through external agencies and networks.			
Developing SEND leadership capacity and expertise across the Trust.	Re-establish effective PLPs programme. Plan for and implement SEND strategic roles. Regular SENCO network meetings. Share knowledge and expertise, resources. High quality CPD for SENCOs, and leaders. Explore opportunities to shadow and mentor. Increase levels of collaboration across schools. Internal peer, and external reviews. Provide support for SENCOs / leaders.	Greater impact from PLPs and networks. Staff can access CPD and can effectively apply learning. Pathways are in place for aspiring leaders. SENCOs / leaders feel supported. Opportunities for peer networking and school visits.	Strong leadership results in effective processes, effective teaching, and improved pupil outcomes.	
Pupils with SEND will make good progress.	Focused interventions effective. Clear documentation to support progress. Clear systems to assess, monitor and evaluate progress. Clear and regular communication with stakeholders / parents / families. High levels of engagement: families, agencies. Focussed and rigorous progress reviews.	More pupils can access the full curriculum. Increased levels of pupil engagement. Improved behaviour and attitudes to learning. Increased engagement with families. Rigorous processes facilitate improved pupil progress.	Improved levels of pupil engagement, behaviour and attitudes, well-being and achievement, in the broadest sense.	

Priority 1b   **Knutsford: SEND**
                   Led by: Sarah Denbigh
                   Link governor: Karin Maschler

FOCUS: Ensure pupils with SEND are fully supported to access the curriculum and are actively engaged in the wider life of the school.

Academy Perspective:	Pupils' Perspective:	Attainment/Progress:
Through this plan, in our academy, we aim to: strengthen SEND provision, to best meet the needs of pupils in our context, so they can make good progress from their starting points.	Through this plan, we aim to: support SEND pupils in making good progress across the curriculum and in being actively engaged in the wider life of the school.	By developing and improving SEND provision, pupils with SEND will have access to a full curriculum and will make good gains.

Key Themes	Implementation Activities	Implementation Outcomes	Pupil Outcomes	Review of Progress Towards Outcomes
What are the key themes? What activities / behaviours will we see when it's working?	How will it be done? E.g. Training, resources, monitoring, coaching, mentoring, sharing best practice, communications.	How will we know it's working?	How will pupils benefit?	Are we making progress with our plan? What are the actual outcomes for pupils? What is the impact?
Ongoing throughout the year				
Pupils with SEND will make good progress.	Support staff will receive high quality training to deliver specific interventions. The training will be delivered by SD, Aspire colleagues and external professionals. SD will lead rigorous assess, plan, do, review cycles. SLT will hold teachers and support staff to account for the delivery of support described in provision maps and ISPs and for the quality of teaching SEND pupils receive in class and through interventions.	Provision maps and ISPs will accurately reflect the provision agreed between SD, teachers and families. SEND pupils will achieve their targets. **LAB monitoring** Link governor meetings with SD prior to autumn 2, spring 2 and summer 2 LAB meetings.	SEND pupils will make good progress.	
Autumn 1				
Reasonable adjustments will be put in place in a timely manner to enable pupils with SEND to successfully access school events such	Inset day on 1st Sept: staff training to support them in understand how pupils can be supported to access the wider opportunities provided by the school. Reasonable adjustments will be a standing agenda item for Thursday	Staff will have access to a bank of resources they can draw upon to support with the implementation – created by SD. Teachers will be able to cite examples of the support they	Pupils with SEND will be supported to be more involved in the wider opportunities provided by the school. They will be able to talk about the support they have received.	

as trips, clubs, KS2 university, elections, speeches and one-off events.	briefing so staff can think ahead about upcoming events. Examples of scaffolding documents will be created by SD and shared with staff. SLT will monitoring the support in place during times of wider opportunities e.g. school council elections. Staff will actively promote these opportunities to pupils with SEND and offer the support needed.	have provided to enable pupils with SEND to access wider opportunities. Teachers will be proactive in supporting their pupils with SEND to access wider opportunities. The number of pupils with SEND holding roles of responsibility and attending extra-curricular activities will increase. Feedback from parents will be positive. **LAB monitoring** Link governor meetings with SD prior to autumn 2, spring 2 and summer 2 LAB meetings.		
Reasonable adjustments will be put in place to ensure all pupils with SEND, whether in the Lunchtime Hub or on the playground, have a safe and enjoyable lunchtime	SD will lead training for MSAs to support them in understanding the needs of pupils with SEND. Where necessary, strategies and interactions will be modelled for MSAs by SD and Thrive Practitioners. Adults supporting pupils with SEND at lunchtimes will ensure needs are met by implementing agreed strategies. Pupil survey in summer 2024.	MSAs will be implementing agreed strategies when supporting pupils with SEND. Pupil voice: pupils will speak positively of their time in the Lunchtime Hub and on the playground.. Reduction in lunchtime incidents for pupils attending the Lunchtime Hub. Improved social skills for pupils attending the Lunchtime Hub. **LAB monitoring** Link governor to attend a lunchtime session if possible.	Improved levels of pupil engagement, behaviour and attitudes, well-being and achievement, in the broadest sense.	

		Meetings with SD prior to autumn 2, spring 2 and summer 2 LAB meetings.		
Facilitate greater parental engagement.	SD will run a programme of coffee mornings throughout the year responding to feedback received in summer 2023 parent survey. SD will share various elements of support with parents including interventions used in school and actively promote extra-curricular activities to parents.	Greater parental engagement, e.g. attendance at meetings, contributing to meetings and being proactive in keeping the school informed of their children's needs. Positive feedback about the coffee mornings. Parents will be more informed about the support that is in place for their children and the opportunities available to them. **LAB monitoring** Link governor to attend a coffee morning if possible. Meetings with SD prior to autumn 2, spring 2 and summer 2 LAB meetings.	Pupils will speak positively of the support parents give them at home and of their greater involvement in school events.	
Autumn 2				
High quality interventions will be provided for pupils with SEND.	SD will work with the SLT to create a plan to deploy TAs in a way that allows the needs of pupils to be met. Continue to deploy TAs in KS2 according to areas of expertise and monitor how effectively this is working. Revisit the deployment of TAs throughout the year to ensure changes to need are addressed as progress is made or new needs are identified.	Monitoring will show the quality of teaching during interventions is good. Pupils will make good progress, as evidenced through pupil progress meetings and provision map planning. There will be evidence that high quality support in interventions is having a	All pupils with SEND will receive the support and intervention they need. High quality intervention will lead to pupils making good progress on their ISPs and in class and, for some, the level of intervention will be reduced/withdrawn as a result of the progress they have made.	

	SD will build into the monitoring schedule, the monitoring of interventions. Outcomes to be shared with staff involved and SLT. SD will monitor the effectiveness of interventions by looking at the progress pupils have made through ISP reviews, provision map reviews and through internal SEND monitoring. Monitoring by English and maths leads.	positive impact in the classroom. **LAB monitoring** Link governor meetings with SD prior to autumn 2, spring 2 and summer 2 LAB meetings.		
Adapt communication systems between TAs and class teachers to respond to the changes in the deployment of TAs across the school and to ensure teachers are following up on concerns raised.	SD will review current communication systems and develop these so they are effective when TAs are sharing feedback to multiple class teachers. SD will share adapted systems with teachers and TAs in meetings. Teachers will respond to feedback given from interventions to ensure issues are addressed.	Teachers will talk confidently about where their children are in their interventions. Teachers will update pupils' plan and establish accurate next steps. Evidence of teachers following up on feedback given in interventions in class. Monitoring will show there is evidence of pupils' intervention targets also being addressed in class. **LAB monitoring** Link governor meetings with SD prior to autumn 2, spring 2 and summer 2 LAB meetings.	Pupils will make good progress in interventions and across the curriculum. Pupils will be able to apply what they have learnt in interventions in their learning in the classroom. Pupils will be challenged in their learning and teachers will move them on.	

Priority 2a: Aspire: Behaviour

NB: This is a generic set of starting points and possibilities; each school will need to add detail, which is bespoke to their own context.

FOCUS: Behaviour

Aspire Perspective:	Academy Perspective:	Attainment/Progress:
Through this plan, in our Trust, we aim to: ensure that there is a clear vision and culture for behaviour throughout the trust.	Through this plan, we aim to: ensure that expectations, processes and routines relating to behaviour are clear, understood and effective, leading to high standards of behaviour.	By embedding a strong culture of behaviour, pupils will feel safe and well in school, enabling them to develop socially and academically, and reach their potential, in the broadest terms.

Key Themes What are the key themes? What activities / behaviours will we see when it's working?	Implementation Activities How will it be done? Eg. Training, resources, monitoring, coaching, mentoring, sharing best practice, communications.	Implementation Outcomes How will we know it's working?	Pupil Outcomes How will pupils benefit?	Review of Progress Towards Outcomes Are we making progress with our plan? What are the actual outcomes for pupils? What is the impact?
There is a clear behaviour vision and culture underpinned by high expectations and core values that are understood by staff, pupils and families.	The Trust's vision is discussed, agreed and disseminated to all stakeholders. Vision and culture are lived by all stakeholders. Standards are established and are upheld. Where standards fall below expectations, these are challenged.	Staff and pupil voice. All can articulate our vision and values. The 'lived' vision and values are tangible in our schools. Stakeholders say that high standards are consistently demonstrated and valued. All are clear about boundaries, rules and expectations.	High standards of behaviour and attitudes pervade. Examples of behaviour negatively impacting on learning are rare. Pupils can feel happy, safe and fulfilled at school.	
Routines, policy and procedures for all aspects of behaviour are underpinned by high expectations, and are clearly communicated, modelled and reinforced.	Ensure there are clear, consistent and fair routines and procedures in place to include: arrival, departure, absenteeism, punctuality, uniform, classroom expectations, individual pupil plans, equipment access, culture and movement, playground culture, assembly protocols, behaviour on trips, reward and consequence systems, etc. Opportunities for behaviour leads to network, to ensure clear and effective	All stakeholders are clear and understand expectations. Policy and procedure are reflected in practice. Stakeholders feel systems are fair and proportionate. Routines, policy and procedures effectively result in high standards of	Pupils will feel safe and well in school, enabling them to develop socially and academically, and reach their potential. Staff feel supported to carry out their roles and responsibilities.	

	monitoring procedures in place, including cross-Trust opportunities. Opportunities for colleagues to visit other schools.	behaviour.		
Leaders build and model respectful relationships and communication with staff, pupils, families, and stakeholders. Respectful relationships are embedded in teaching practices.	School routines, policy and expectations will be re-visited (if required), for clarity. Leaders will reinforce the importance of building strong, respectful relationships. Expected behaviours and relationships will be modelled and valued. Where standards fall below expectations, these will be challenged. Continue to engage with the EDT HUB, its training and learning opportunities; complete and implement action plans.	Stakeholders can talk positively about relationships. Staff feel valued and trusted. Stakeholders all take a shared responsibility for behaviour, climate and culture. Clear progress is evident against action HUB plans.	Pupils and staff feel valued, respected and fulfilled. Strong, trusting relationships result in pupils feeling happy, safe and able to achieve their potential.	

Priority 2b   **Knutsford: Behaviour**
                       Led by: Kelly Harding
                       Link governor: TBC at autumn 1 LAB meeting

FOCUS: Support all pupils to develop good behaviour.	

Academy Perspective:	**Pupils' Perspective:**	**Attainment/Progress:**
Through this plan, in our academy, we aim to: ensure that expectations, processes and routines relating to behaviour are clear, understood and effective, leading to high standards of behaviour.	Through this plan, we aim to: support all pupils to develop good behaviour so they can thrive socially, emotionally and academically.	By embedding a strong culture of behaviour, pupils will feel safe and well in school, enabling them to develop socially and academically, and reach their potential, in the broadest terms.

Key Themes What are the key themes? What activities / behaviours will we see when it's working?	**Implementation Activities** How will it be done? Eg. Training, resources, monitoring, coaching, mentoring, sharing best practice, communications.	**Implementation Outcomes** How will we know it's working?	**Pupil Outcomes** How will pupils benefit?	**Review of Progress Towards Outcomes** Are we making progress with our plan? What are the actual outcomes for pupils? What is the impact?
Autumn 1				
Routines in place in all classes.	Inset on Sept 1st: discussion about the need to teach routines to pupils from the start of term, to include: arrival, departure, equipment access, moving from the classroom to the hall, music room etc., classroom expectations and individual pupil plans. EA and KH to reinforce expectations during assemblies. SLT provide individual support for staff who need it.	Routines and procedures result in high standards of behaviour in every class as evidenced by formal and informal monitoring by SLT. Staff feel supported to carry out their roles and responsibilities. Data in the 2024 pupil survey relating to pupils feeling safe and pupils' opinions about standards of behaviour will improve on data in the 2023 pupil survey. **LAB monitoring** Link governor meeting with KH prior to spring 1 LAB meeting.	Pupils will feel safe and well in school, enabling them to develop socially and academically, and reach their potential.	

Routines in place at lunchtimes.	KH will follow-up on comments made by pupils in the pupil survey of summer 2023 via School Council. KH and EA discuss findings with senior MSA and review routines. Discuss with MSAs. Communicate routines to pupils and staff. EA will reinforce expectations during Friday assemblies. Training for MSAs. This to be ongoing throughout the year. Open dialogue with School Council throughout the year: listening to their views and responding to suggestions. SLT and Thrive Practitioners will provide support for staff who need it.	Routines and procedures result in high standards of behaviour at lunchtimes as evidenced by daily monitoring by SLT and senior MSA. Staff feel supported to carry out their roles and responsibilities. Feedback from pupils via School Council and summer 2024 pupil survey. **LAB monitoring** Link governor meeting with KH prior to spring 1 LAB meeting.	Pupils will feel safe at lunchtimes, enabling them to develop socially, emotionally and academically.	
Autumn 2			
High expectations understood by staff, pupils and families.	KH will review the 5 Stages of Unacceptable Behaviour and Code of Conduct via School Council. EA will update the Behaviour Policy with Aspire and school revisions. Communicate changes to staff, pupils and parents.	Behaviour expectations are applied consistently by all staff. Feedback from pupils via School Council and summer 2024 pupil survey. **LAB monitoring** Via pupil survey in summer 2 LAB meeting.	Pupils will feel safe and that they are being treated fairly by all staff.	
Spring 1			
Review the school's aims.	Meeting of LAB and SLT to review current aims and update them to reflect our school community, recent curriculum changes and our aspirations for pupils. Communicate changes to pupils, staff and parents. EA will support pupils in understanding the updates through Friday assemblies.	Staff and pupils will be able to cite examples of how the aims are embedded in the life of the school.	Feedback from pupils will be positive. Understanding the school's aims will support them in feeling part of a united school community where everyone strives to achieve their best for themselves and each other, leading to positive attitudes.	

Priority 3   Early Years Foundation Stage
Led by: Sarah O'Connor
Link governor: TBC at autumn 1 LAB meeting

FOCUS: Improve the quality of early years provision.

Academy Perspective:	Pupils' Perspective:	Attainment/Progress:
Through this plan, we aim to: strengthen our EYFS provision to ensure pupils have every opportunity to fulfil their potential.	Through this plan, we aim to: support our pupils in becoming intrinsically motivated and independent learners.	Through this plan we aim to support our pupils in achieving their best in all areas. Typically, approximately 75% of pupils attain GLD. We aim to improve on this.

Key Themes What are the key themes? What activities / behaviours will we see when it's working?	Implementation Activities How will it be done? Eg. Training, resources, monitoring, coaching, mentoring, sharing best practice, communications.	Implementation Outcomes How will we know it's working?	Pupil Outcomes How will pupils benefit?	Review of Progress Towards Outcomes Are we making progress with our plan? What are the actual outcomes for pupils? What is the impact?
Ongoing throughout the year				
Training for practitioners on how to engage pupils in high quality interactions.	SO'C will lead training for EYFS practitioners on the 'ShREC' approach: - Share attention - Respond - Expand - Conversation All practitioners will implement the ShREC approach. This approach will be modelled by SO'C in her interactions with pupils. SO'C will provide support for individual practitioners if it is needed. Monitoring by SO'C and SLT. Monitoring through Aspire peer review in summer 2 2024.	All practitioners will be observed engaging in high quality interactions with pupils: - being at the child's level - paying attention to what the child is focused on - responding to non-verbal and verbal communication - repeating and expanding on what the child says - having extended back and forth interactions, giving the child time to listen, process and reply. **LAB monitoring** Link governor meeting with SO'C prior to spring 1 and summer 1 LAB meetings. To include a visit to the setting if possible.	High quality interactions between practitioners and pupils will lead to improved pupil outcomes in all areas – GLD will be above 75%.	

Support the communication and language development of our EYFS pupils.	SO'C will lead training for reception and nursery practitioners using the resources from the Communication and Language theme in the EEF Early Years Toolkit: - autumn 1: teaching and modelling vocabulary - autumn 2: teaching and modelling language - spring 1: interactive reading - spring 2: teaching through collaborative talk - summer 1: teaching and modelling social communication skills	All practitioners will be observed engaging in high quality talk with pupils throughout the provision. **LAB monitoring** Link governor meeting with SO'C prior to spring 1 and summer 1 LAB meetings. To include a visit to the setting if possible.	Improved communication and language will support pupil progress across many areas of learning leading to GLD being above 75%.	
Autumn 1				
EYFS staff will have a secure understanding of how to maximise and extend learning using relevant and meaningful activities consistently well.	2 days support from HfL Early Years Advisor. Initial visit on 19/09/23 with action plan to be drawn up and added to this AIP.	Monitoring by SO'C and SLT will show all practitioners facilitating learning opportunities during child initiated learning to extend and support pupils' understanding and to rehearse new skills. **LAB monitoring** Link governor meeting with SO'C prior to spring 1 and summer 1 LAB meetings. To include a visit to the setting if possible.	Improved pupil outcomes in all areas – GLD will be above 75%.	
Provide learning environments that encourage our pupils to be independent learners.	Audit and reorganise resources. Use EYFS budget to fill raps in resources. The aim is to provide a learning environment that contains high quality resources that give rich opportunities to spark pupils' curiosity, imagination and vocabulary. Resources will reflect our equality, diversity and inclusion aims too (see Priority 5 on page 21).	Monitoring by SO'C and SLT will show:: - high quality learning environments - high quality resources that reflect our EDI aims - pupils independently accessing resources - practitioners teaching pupils skills they can use in each area	Pupils' independence will improve across all area of learning, enabling them to make good progress to achieving GLD.	

	Ensure the environments are literacy rich to stimulate learning; focus on environmental print indoors and outside. Provide training for practitioners on expectations around explicitly teaching pupils the skills they can use in each area of learning throughout the setting. Visits to settings recommended by HfL Advisor to observe good practice.	- practitioners engaging in high quality talk with pupils **LAB monitoring** Link governor meeting with SO'C prior to spring 1 and summer 1 LAB meetings. To include a visit to the setting if possible.		

Priority 4   **Writing**
                        Led by: Helen White and Nicola Davis
                        Link governor: TBC at autumn 1 LAB meeting

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FOCUS: Raise standards of attainment in writing.

Academy Perspective:	Pupil's Perspective:	Attainment/Progress:
Through this plan, we aim to: provide pupils with every opportunity to produce high quality writing across the curriculum.	Through this plan, we aim to: provide pupils with the tools to be successful, independent writers.	Through this plan we aim to improve attainment in writing in each year group:

Attainment/Progress table:

Current year group (23/24)	Data at the end of 22/23		Data at the end of 23/24	
	EXS	GLD	EXS	GLD
YR				N/A
Y1	75%	N/A		
Y2	58%	7%		
Y3	85%	15%		
Y4	70%	17%		
Y5	75%	34%		
Y6	70%	22%		

Key Themes What are the key themes? What activities / behaviours will we see when it's working?	Implementation Activities How will it be done? Eg. Training, resources, monitoring, coaching, mentoring, sharing best practice, communications.	Implementation Outcomes How will we know it's working?	Pupil Outcomes How will pupils benefit?	Review of Progress Towards Outcomes Are we making progress with our plan? What are the actual outcomes for pupils? What is the impact?
Autumn 1				
Update The Writing Revolution training for all teachers.	Two staff meetings to: - revise the training on strategies linked to writing sentences and paragraphs - introduce TWR's approach to 'Taking a Stand: Writing Opinion, Pro-Con and Argumentative Texts' HW and ND monitoring to include lesson observations, book looks and pupil voice throughout the year. HW and ND will provide support with planning and teaching for individual teachers where necessary.	The strategies are being taught well. Pupils are using the strategies in their supported and independent writing. The quality of writing will improve. **LAB monitoring** Link governor meeting with HW/ND prior to spring 1	Pupils will be knowledgeable about the strategies they have been taught and will apply the strategies to their writing across the curriculum.	

		and summer 2 LAB meetings.		
Share best practice for modelling the writing process	DO and HW will demonstrate the approaches they take to modelling the writing process, e.g. using the visualiser, sharing National Curriculum expectations, using whole class feedback sheets. Discuss strategies used throughout the school and how we know whether or not they are having the desired impact. Agree strategies to be used. HW, ND and SLT observe teachers modelling the writing process. Provide support for individual teachers if necessary	All teachers will be observed modelling effective strategies. The quality of writing will improve. **LAB monitoring** Link governor meeting with HW/ND prior to spring 1 and summer 2 LAB meetings.	Improvements in the quality of teacher modelling will support pupils in having a better understanding of the writing they are doing. The quality of writing will improve.	
Autumn 2				
Upskill teachers in making accurate judgements about attainment in writing.	Decide which of the statements used for assessing writing are the non-negotiables for pupils achieving EXS and GLD in each year group. Share best practice on how the APP sheets can be used to identify gaps in learning at EXP and GDS. Class teachers bring APP sheets to PPMs for further discussion about the needs of pupils targeted for EXP and GDS. Provide termly opportunities for year group and cross-year group moderation. These will be linked to whole-school writing themes. Aspire joint moderation events. HW (KS1) and ND (KS2) will provide support for individual teachers where necessary. HW and ND will monitor the accuracy of assessments through book looks throughout the year.	There will be high levels of agreement during year group and cross-year group moderation. Teachers will provide pupils will accurate 'next steps' using information from APP sheets. Teachers will speak knowledgeably about attainment in writing during PPMs. **LAB monitoring** Link governor meeting with HW/ND prior to spring 1 and summer 2 LAB meetings.	Accurate assessments will result in pupils being given 'next steps' that will support them in improving their writing. The quality of writing will improve.	
Review our approach to independent writing.	SLT and ND will carry out book looks of independent writing books to gather information: does current practice meet the needs of pupils from all attainment groups, including supporting those with the potential to achieve GDS?	Independent writing will be carried out according to school policy.	Pupils will speak positively about independent writing. They will confirm the approach used in their class follows school policy.	

	HW and ND will carry out pupil voice to gather opinions on independent writing. Staff survey on independent writing: what works well and what can be improved? HW, ND and SLT make decision about independent writing and communicate this to teachers. HW, ND and SLT will monitor independent writing each term.	The quality of writing will improve. **LAB monitoring** Link governor meeting with HW/ND prior to spring 1 and summer 2 LAB meetings.	The quality of writing will improve.	
Spring 1				
Review our approach to pupils' independent reading choices in KS2 so that all pupils are reading high quality texts that can support them in improving their writing.	HW and ND put together a list of core texts pupils working at EXS and GLD in each year group should read. Purchase books. Provide time for teachers to refresh their classroom libraries. Add texts to Book Bingo. Update the core texts that are listed on the school website. Explain rationale to pupils and parents. HW and ND will monitor the success of this through pupil voice. Throughout this work, refer to The Reading Framework, DfE, July 2023: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	Teachers and TAs will support and encourage pupils in making suitable reading choices. Classroom libraries will be inviting areas that encourage pupils to select books from the core texts. When teaching reading, teachers will make references to vocabulary and strategies from the text that pupils can apply to their writing. **LAB monitoring** Link governor meeting with HW/ND prior to spring 1 and summer 2 LAB meetings.	Pupils will have access to an improved balance between core text that challenge them and texts that are less challenging but that they want to read because they enjoy them. Pupils will speak positively of the core texts they have read and will be able to cite examples of how what they have read (vocabulary etc.) has influenced their writing. In the long term, the quality of writing will improve.	
Spring 2				
Ensure the drama training from 2022/23 is being used to support pupils' writing across the curriculum.	Staff meeting to: - review the slides / strategies that were used in the 2022/23 drama training - discuss strategies that have been used successfully - adapt planning across the curriculum to include drama	Drama will be used across the curriculum to: - kick-starting topics - developing pupils' confidence - deepen pupils' understanding of texts	Pupils will be able to give examples of how drama has influenced their writing across the curriculum. In the long term, drama supports improvements in the quality of writing.	

	HW and ND will monitor drama provision and outcomes through pupil voice.	In the long term, drama is embedded in our curriculum offer as a stand-alone subject but also as a way of enhancing our provision in subjects across the curriculum, including the quality of writing. **LAB monitoring** Link governor meeting with HW/ND prior to summer 2 LAB meeting.		

Priority 5   **Equality, diversity and inclusion**
                    Led by: Eileen Anderson
                    Link governor: TBC at autumn 1 LAB meeting

FOCUS: Equality, diversity and inclusion.		
Academy Perspective: Through this plan, we aim to: improve the way we prepare our pupils for life in modern day Britain, particularly linked to our teaching of equality, diversity and inclusion, and the way we promote understanding of the protected characteristics of disability, race, religion/belief, gender and sexual orientation.	**Pupils' Perspective:** Through this plan, we aim to: support our pupils in developing their understanding of equality, diversity and inclusion.	**Attainment/Progress:** By embedding a culture of equality, diversity and inclusion into school life, pupils will better prepared for life in modern day Britain. This will support their social development.

Key Themes What are the key themes? What activities / behaviours will we see when it's working?	**Implementation Activities** How will it be done? Eg. Training, resources, monitoring, coaching, mentoring, sharing best practice, communications.	**Implementation Outcomes** How will we know it's working?	**Pupil Outcomes** How will pupils benefit?	**Review of Progress Towards Outcomes** Are we making progress with our plan? What are the <u>actual</u> outcomes for pupils? What is the impact?
Ongoing throughout the year				
Resources throughout the school will support our aim of promoting equality, diversity and inclusion with a focus on the protected characteristics of disability, race, religion/belief, gender and sexual orientation.	Staff will be proactive in questioning all resources used throughout the school, particularly books. They will ask SLT for advice if they are unsure of the suitability of resources. Unsuitable resources will be disposed of. EYFS and KS1 teachers will audit the play resources in their classrooms and will be proactive in purchasing resources that reflect the school community, e.g. dolls with disabilities. As they update their teaching slides, teachers will be proactive in ensuring images used support our aim of promoting the protected characteristics.	Staff will be able to cite examples of resources they have disposed of and/or purchased, and of improvements they have made to their teaching slides. **LAB monitoring** Via EA's termly report to the LAB.	Pupils will not be negatively impacted through the school using resources that present outdated images. Instead, they will see equality, diversity and inclusion as part of everyday life.	

	Spring and summer terms: SLT will monitor samples of teaching slides used in autumn and spring terms. Pupils will be advised to question the resources we use if they feel the resources do not represent our EDI aims. Parents and carers will be advised to contact class teachers if the books their children take home negatively portray any of the protected characteristics.			
Promote understanding of diversity and inclusion through whole school theme days/weeks.	Raise awareness of diversity and inclusion through whole school theme days and the discussions that go alongside them during assemblies and in class. To include: - October: Black History Month - Fri 20th Oct: Wear Red Day: Show Racism the Red Card - Thurs 21st March: World Down Syndrome Day - w/b 22nd April: 'Who do we think we are'? week - Fri 21st June (in place of Sat 22nd June): Windrush Day Seek feedback from pupils via the School Council. Do these themed days/weeks support them in understanding diversity and inclusion? Act on their response. Involve School Council in researching and suggesting theme days/weeks the school could promote. KH and DO will monitor racist incidents as part of their routine monitoring of CPOMS.	Pupils, parents and staff will speak positively of the impact of our work to promote understanding of equality, diversity and inclusion. Although already rare, there will be a reduction in the number of racist incidents **LAB monitoring** Via EA's termly report to the LAB and via minutes of Parent Forum meetings.	Pupils will speak positively of these events. If they hear other pupils making negative comments, these will be challenged by pupils either directly or by informing staff.	
Raise awareness of religious festivals celebrated by members of our school community.	Survey parents to find out which are the main religious festivals they celebrate and whether they would be able to support pupils in understanding these festivals, e.g. through presentations in assemblies or classes.	The implementation activities will take place. Positive responses from pupils in the annual pupil survey (94% in the 2023 survey).	Pupils will demonstrate high levels of knowledge about the religious festivals they have studies in class and general awareness of those that have been explained in assemblies.	

	The main religious festivals will explained in assemblies, with input from pupils and parents where possible. The main religious festivals will be mentioned in the weekly newsletter, offering best wishes to our families. The RE leader will continue to organise visits to places of worship to complement the work being done in RE lessons. This will be expanded to include all religions studied in the RE curriculum. Celebrants, religious leaders and parents from across the religions studies will also be invited into school to talk to pupils about various aspects of their religion according to what is taught. Alongside this, the RE leader will extend the teaching about Humanism from Y6 and Y4, to also include Y2. Pupil voice monitoring carried out by the RE leader to find out if our pupils have good levels of knowledge about the main religious festivals.	Positive feedback from parents via surveys and Parent Forum. **LAB monitoring** Via EA's termly report to the LAB and via minutes of Parent Forum meetings.	Pupils will be better prepared for life in modern day Britain.	
Celebrate diversity and inclusion with the Arts.	When planning Arts events, staff will be conscious of EDI forming part of the event, e.g. - EYFS Christmas sing-a-long will include songs and poems from a variety of cultures - Poetry Fest in 2024 will include poems from cultures that make up our school community - EYFS staff will work with parents to teach songs and rhymes from cultures within their classes - KS1 and KS2 singing: include songs from different cultures - Dance within the PE curriculum will include opportunities for pupils to learn dances from a variety of cultures	Arts leaders will be able to cite examples of their signposting to staff. Diversity will be evident during Arts events. **LAB monitoring** Via EA's termly report to the LAB.	Pupils will have a broader understanding of the Arts from a diversity and inclusion point of view. They will be able to talk about what they have learnt. Pupils will be better prepared for life in modern day Britain.	

	EA will be proactive in reminding staff about making Arts events diverse.			
	Arts leaders will be proactive in signposting teachers to resources, ideas and events that will support them in celebrating inclusion and diversity within the Arts.			
	EA will monitor the content of Arts events.			
Improve our teaching of equality, diversity and inclusion in the PSHE curriculum.	When reviewing their termly plans, teachers will be proactive in checking the Jigsaw website for the latest updates to the resources. They will amend the lesson plans/slides to ensure our PSHE teaching promotes equality, diversity and inclusion.	Teachers will be able to cite examples of changes they have made to PSHE plans/slides. Positive responses to the diverse families question in the annual pupil survey (70% in the 2023 survey).	Pupils will speak positively and knowledgeably about different families. Pupils will be better prepared for life in modern day Britain.	
	The PSHE leader will source updated resources for Y5 and Y6 teachers to use in relationships and sex education lessons in summer term 2.			
	The PSHE leader will continue to provide regular reminders and updates through at staff briefing.	**LAB monitoring** Via EA's termly report to the LAB.		
	Monitoring by the PSHE leader, e.g. pupil voice.			
	Summer term pupil survey.			