



**Leeds and Broomfield Plan 2021-22**

<b>Executive Headteacher: Emma Hickling</b> <b>Head of School: Fiona Steer</b>	<b>Chair of Governors: Annie Allum</b>
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<b>Dates reviewed</b>	<b>Signed</b>

**The school was last inspected by Ofsted Section 5 Inspection**

Leeds and Broomfield - October 2016 - section 5 - Good

**Outcome Judgements: Last Inspection**

<b>Overall Effectiveness</b>	<b>Leadership &amp; Management</b>	<b>Behaviour &amp; attitudes</b>	<b>Quality of Education</b>	<b>Personal development</b>	<b>Early Years Provision</b>
Leeds and Broomfield 2	Leeds and Broomfield 2	Leeds and Broomfield 2	Leeds and Broomfield 2	Leeds and Broomfield -2	Leeds and Broomfield 2

**Areas for improvement: S5**

- Leeds and Broomfield - Improve achievement in mathematics at key stage 2 by: – developing pupils’ reasoning skills – ensuring that there are more opportunities for pupils to use and apply their mathematical skills in other subjects.
- Ensure that the early years environment more effectively promotes the richness and variety of children’s experiences and enquiring minds in all areas of learning.
- Ensure that the curriculum provides more opportunities for pupils to use their initiative and be more resourceful learners, drawing on their good behaviour, personal skills and positive attitudes to learning.
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### Self-Evaluation aligned to EIF

<b>Overall Effectiveness</b>	<b>Quality of Education</b>	<b>Behaviour and attitudes</b>	<b>Personal Development</b>	<b>Leadership and Management</b>	<b>Early Years Provision</b>
Leeds and Broomfield 2/3	Leeds and Broomfield 2/3	Leeds and Broomfield 3	Leeds and Broomfield 3	Leeds and Broomfield -2	Leeds and Broomfield 3

### These areas for improvement are the key priorities for the School Plan informed by the SEF

Guidance: There is no requirement to identify priorities in each of the judgement areas.

Leaders will need to consider:

- the stage of development of the school
- progress made with:
  - a) next steps identified through the S8 report
  - b) areas identified for improvement identified in the S5 report
- the amount of work required to address criteria outlined in the “quality of education”

<b>Quality of Education</b>	To improve the outcomes at the end of KS2 by ensuring pupils make at least expected progress across the key stage.
<b>Behaviour and Attitudes</b>	To improve attendance so that it is in line with national standards at 97% by reducing the number of persistently absent pupils.
<b>Personal development</b>	To continue to develop a full time nurture provision and gain national recognition as an nurture school.
<b>Leadership and Management</b>	Involve the governors in the self evaluation of the church ethos, in preparation for the SIAMs inspection.
<b>Early Years Provision</b>	To improve the attainment and progress in writing across all Key stages - beginning with the importance of talk and language from EYFS.

Quality of Education:					
<b>Key priority 1:</b>  To improve the outcomes at the end of KS2 by ensuring pupils make at least expected progress across the key stage.		<b>End goal (success criteria - evaluative)</b>  Targets for statutory assessment will be met All pupils will make at least 6 points progress in reading, writing and maths from the last assessment in July 2021 by July 2022 In all subjects pupils will be able to demonstrate in lessons that they can recall previous knowledge - evidence in subject leaders deep dives		<b>Led by: Teachers</b>	
				<b>Monitored by: HoS</b>	
				<b>Link Governor:</b>	
				<b>Cost:</b> Staff meetings: Resources CPD TLR costs for subject leaders release time for subject leaders to carry out deep dives	
<b>Season 1: Milestone:</b>	<b>RAG</b>	<b>Season 2: Milestone</b>	<b>RAG</b>	<b>Season 3: Milestone</b>	<b>RAG</b>
Pupils books in reading / writing / maths to show progress (at least 2 points progress).  Intervention groups are carefully set up to support pupils and to close the gap in their learning in the core subjects.		Deep dives carried out termly by subject leaders provide evidence that pupils are making progress in maths, english and reading.  Book Look - books showing progress - 4 points of progress made.		Targets for statutory assessment will be met  All pupils will make at least 6 points progress in reading, writing and maths from the last assessment in July 2021 by July 2022	

Implications	Implications	Implications
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<b>Guidance: RAG rating- progress made with milestones</b>		
RED	Milestone not met and not likely to be met by the next season	Action: Leaders evaluate the barriers/challenges that prevented the milestone being met and agree what needs to: <ul style="list-style-type: none"> <li>- Stop</li> <li>- Be amended</li> <li>- Continue</li> </ul> Amend the actions planned for season 2
AMBER	Milestone not met but likely that they will be met by the next season	Action: Leaders evaluate the barriers/challenges that prevented the milestone being met and agree what actions need to be put into place to ensure that the milestone is met by the next season
GREEN	Milestone Met	Action: Leaders continue with identified actions

<b>Behaviour and attitudes</b>					
<p>To improve attendance so that it is in line with national standards at 97% by reducing the number of persistently absent pupils.</p>		<p><b>End goal (success criteria- evaluative)</b></p> <ul style="list-style-type: none"> <li>• To have attendance upto a minimum of 97%.</li> <li>• KCC policy to have been followed – absent pupils called, letter sent, meetings held and penalty letters sent.</li> <li>• Continue to work with persistently absent families.</li> <li>• Three weekly meetings between SC and EM – part of good practice</li> </ul>		<p><b>Led by: Fiona Steer (HOS)</b></p>	
				<p><b>Monitored by: Emma Masters (Attendance lead)</b></p>	
				<p><b>Link Governor</b></p>	
				<p><b>Cost:</b> Time with Emma Masters - as attendance lead.</p>	
<b>Season 1: Milestone:</b>	<b>RAG</b>	<b>Season 2: Milestone</b>	<b>RAG</b>	<b>Season 3: Milestone</b>	<b>RAG</b>
<ul style="list-style-type: none"> <li>• To have attendance upto a minimum of 90%.</li> </ul> <p>To complete three weekly tracking meetings - complete attendance tracker.</p>		<ul style="list-style-type: none"> <li>• To have attendance upto a minimum of 93%.</li> </ul> <p>To complete three weekly tracking meetings - complete attendance tracker.</p>		<ul style="list-style-type: none"> <li>• To have attendance upto a minimum of 97%.</li> </ul> <p>To complete three weekly tracking meetings - complete attendance tracker.</p>	

Implications	Implications	Implications

Personal Development		
To continue to develop a full time nurture provision and gain national recognition as an nurture school.	<p><b>End goal (success criteria- evaluative)</b></p> <ul style="list-style-type: none"> <li>• Complete nurture training and apply for nurture accreditation.</li> <li>• Continue to embed a restorative approach with stakeholders.</li> <li>• Develop the nurture provision within the school - through maths, english and kind hearts groups using the Boxall profile to support - enabling all children to make at least expected progress as their emotional and mental health needs are appropriately supported</li> </ul>	<p><b>Led by: Fiona Steer</b></p> <p><b>Cost:</b> Nurture Training £6000 (supported by VSK) Time for AT (HLTA) to complete training and tasks. Boxall profile subscription.</p>

Season 1: Milestone:	RAG	Season 2: Milestone	RAG	Season 3: Milestone	RAG
<p>Boxall profile completed on all pupils. Groups created of high / medium risk pupils. Groups planned and led by AT in the afternoons. Impact measured on boxall profile.</p> <p>Complete nurture self assessment report as part of training.</p>		<p>Monitor and evaluate impact of nurture groups am and pm. Re- group if needed.</p> <p>Learning walk - all staff / pupils using a restorative approach.</p>		<p><b>Continue to monitor and measure impact of nurture groups. (Boxall)</b></p> <p><b>Apply for nurture accreditation.</b></p> <p><b>All children to make at least expected progress as their emotional and mental</b></p>	

		Complete impact form of nurture and individual case studies.		health needs are appropriately supported.	
<b>Implications</b>		<b>Implications</b>		<b>Implications</b>	

<b>Leadership &amp; Management</b>					
Involvement of the governors in the self evaluation of the church ethos, in preparation for the SIAMS inspection.		<p><b>End goal (success criteria- evaluative)</b></p> <ul style="list-style-type: none"> <li>Completed and up to date SIAMS SEF.</li> <li>Support governors with training - SIAMS ready.</li> <li>School is led by the Christian vision and values - making a positive impact ensuring that the spiritual education of the pupils is developed along side their academic progress.</li> </ul>	<b>Led by: Fiona Steer</b>		
<b>Season 1: Milestone:</b>	<b>RAG</b>	<b>Season 2: Milestone</b>	<b>RAG</b>	<b>Season 3: Milestone</b>	<b>RAG</b>
<p>Governors take part in SIAMS day at Ulcombe school. Governors make positive contributions towards the day. Know what happens and what they need to do in a SIAMS inspection.</p> <p>Attend training with diocese.</p> <p>Continue to lead L&amp;B by the Christian vision and values - involving all stakeholders.</p>		<p>Governors spend time in L&amp;B school - seeing the vision and values at work and the impact it is having - personally, emotionally and academically.</p> <p>Continue to lead L&amp;B by the Christian vision and values - involving all stakeholders.</p>		<ul style="list-style-type: none"> <li>Completed and up to date SIAMS SEF.</li> <li>School is led by the Christian vision and values - making a positive impact ensuring that the spiritual education of the pupils is developed along side their academic progress.</li> </ul>	

Implications	Implications	Implications

<b>EYFS</b>					
To improve the attainment and progress in writing across all Key stages - beginning with the importance of talk and language from EYFS.		<p><b>End goal (success criteria- evaluative)</b>  85% of pupils to achieve CLL at the end of EYFS.  Pupils to have made 6 points of expected progress in writing in all year groups (Y1-6)  Pupils language and communication to have improved which will be reflected in the progress of the their writing.  100% of pupils to achieve their trajectories at the end of Y6.</p>		<b>Led by: Fiona Steer</b>	
<b>Season 1: Milestone:</b>	<b>RAG</b>	<b>Season 2: Milestone</b>	<b>RAG</b>	<b>Season 3: Milestone</b>	<b>RAG</b>
<p>EYFS - Talk and Tales theme.  Positive interactions / modelling of talk happening all the time in class.  Peer to peer talk improves - frequency / understanding  Adults in class modelling / questioning / narrating play / exposing children to a wide range of vocabulary.  Whole School - Range of stories shared with children daily - exposing pupils to</p>		<p>Positive interactions / modelling of talk happening all the time in class.  Peer to peer talk improves - frequency / understanding  Adults in class modelling / questioning / narrating play / exposing children to a wide range of vocabulary.  Whole School - Range of stories shared with children daily - exposing pupils to new vocabulary and using it in a context.</p>		<p>T85% of pupils to achieve CLL at the end of EYFS.  Pupils to have made 6 points of expected progress in writing in all year groups (Y1-6)  Pupils language and communication to have improved which will be reflected in the progress of the their writing.  100% of pupils to achieve their trajectories at the end of Y2 / Y6.</p>	

<p>new vocabulary and using it in a context.</p> <p>Teachers work with English lead on writing development across the school.</p>		<p>Teachers work with English lead on writing development across the school.</p> <p>4 points of progress seen in writing books across Year groups 1-6.</p> <p>Careful planned interventions to support talk and therefore writing.</p>			
<b>Implications</b>		<b>Implications</b>		<b>Implications</b>	

<b>Targets for Statutory Assessments</b>	<b>Outcomes Previous Year (Highlight in red or green any areas of Significance)</b>	<b>Targets for July 2022 (expected standard)</b>	<b>Targets for July 2022 (greater depth)</b>
<b>EYFS GLD</b>	<b>67% (<sup>2</sup>/<sub>3</sub>)</b>	<b>86%</b>	<b>N/A</b>
<b>Phonics Screen Year 1</b>	<b>75% (9/12)</b>	<b>75% (<sup>3</sup>/<sub>4</sub>)</b>	<b>N/A</b>
<b>All pupils achieving the expected standard in Year 2</b>			
<b>Reading</b>	<b>40%</b>	<b>34%</b>	<b>17%</b>
<b>Writing</b>	<b>20%</b>	<b>25%</b>	<b>0</b>
<b>Mathematics</b>	<b>20%</b>	<b>50%</b>	<b>0</b>
<b>Disadvantaged pupils achieving the expected standard in Year 2</b>			
<b>Reading</b>	<b>20%</b>	<b>0</b>	<b>0</b>
<b>Writing</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Mathematics</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Pupils achieving the expected standard in combined Reading, Writing, &amp; Mathematics in Year 6</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Disadvantaged pupils achieving the expected standard in combined Reading, Writing, Mathematics in Year 6</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Pupils achieving the expected standard in Year 6 Reading</b>	<b>11.1</b>	<b>28%</b>	<b>0</b>
<b>Writing</b>	<b>11.1</b>	<b>14%</b>	<b>0</b>
<b>GPS</b>	<b>11.1</b>	<b>14%</b>	<b>0</b>
<b>Mathematics</b>	<b>11.1</b>	<b>28%</b>	<b>0</b>
<b>Proportions of Disadvantaged pupils achieving the expected standard in Yr6</b>	<b>100</b>		<b>0</b>
<b>Reading</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Writing</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>GPS</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Mathematics</b>	<b>100</b>	<b>0</b>	<b>0</b>

<b>Monitored by Headteacher (HT), Senior Leaders (SLT), Governors, (Govs), Local Authority (LA), School Collaboration (S2S), External Agency (EA) Internal Pupil Premium Strategy Audit (seasonally)</b>			
<i>✓ To show when monitoring takes place and Delete / add as appropriate to list</i>	<b>Termly</b>	<b>Seasonally</b>	<b>Annually</b>
<b>Overall quality of teaching judgements formed from: Lesson Observations / Visits Planning Monitoring Book Scrutiny Assessment Moderation</b>	✓		
<b>Data capture and evaluation Pupil Progress Meetings</b>	✓		
<b>External Leadership Review</b>		✓	
<b>External Teaching and Learning Review</b>			✓
<b>Appraisal Cycle</b>		✓	
<b>Pupil Voice</b>	✓		
<b>Governor Monitoring Visits</b>	✓		
<b>HT Reports to Governors</b>	✓		
<b>Subject Leader / Senior Leader Impact Reports</b>		✓	
<b>Attendance Monitoring &amp; Reports to Governors</b>	✓		
<b>Learning Walks</b>	✓		
<b>LA Progress &amp; Impact Meetings</b>	✓		

<b>Improvement Adviser Visits</b>	✓		
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**Monitoring Arrangements – How the School Plan will be monitored**