

Rossington St Michael's C of E Primary School

Developing Excellence Plan



2023-2024

All are welcome, All are accepted, All are loved, All achieve.

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Review of school performance 2022/23

EYFS, Phonics Screening and KS1 SATs Results 2022

Headline Data Summary (2022):

EYFS	Good Level of Development		Year 1	Phonics Check	
	School	National		School	National
	69%	65.7%		46%	76%

Impact

- Children enter at just below national expectations and leave EYFS above national outcomes
- GLD outcomes remain the same as last year
- KS1 results are above the national in all subjects at EXS
- Reading GDS at KS1 is in line with national

Key Stage 1	Working at the Expected Standard		Working at Greater Depth within the Expected Standard	
	School	National	School	National
Reading	75%	67.2%	18.8%	18.1%
Writing	68.8%	58%	6.3%	8.1%
Mathematics	68.8%	68%	6.3%	15.2%
R, W & M	62.5%	53%	6.3%	6%

Implications for future actions

- Number of children passing Phonics screening in Y1 should be significantly improved, to maintain previous excellent levels
- Opportunity gaps in Phonics should be closed rapidly
- GDS results at KS1 should be improved, particularly in Writing and Maths to increase combined

KS2 SATs Results 2022

Key Stage 2	Working at the Expected Standard		Working at Greater Depth within the Expected Standard		Average Scaled Score	
	School	National	School	National	School	National
Reading	83%	74%	17%	27.7%	102	104.8
Writing	75%	69%	33%	12.8%		
Mathematics	75%	71%	25%	22.4%	103	103.8
GPS	66%	72%	17%	28.2%	104	105
R, W & M	66%	59%	17%	7.2%		

Impact

- School is performing above national outcomes in all areas for EXS
- Writing and Maths are areas of strength
- Gaps in learning have been closed to pre-pandemic levels
- Combined figures are above national
- Reading and Writing either in line or above KS1 outcomes, showing good progress across KS2
- Maths and Writing GDS figures improved from KS1 outcomes

Key Stage 2	Sufficient Progress Measure	
	School	National
Reading	TBC	0
Writing	TBC	0
Mathematics	TBC	0

Implications for future actions

- Continue to target key individuals to ensure combined outcomes are strong
- Increase level of GDS in Reading
- Increase average scaled score to be in line with national
- Ensure Maths curriculum is taught excellently across KS2 to ensure good progress is achieved

Developing Excellence Plan 2023/24

WHOLE SCHOOL ISSUES AND IMPLICATIONS FOR ACTION ARISING FROM OUTCOMES 2021/22:

KS1 – The detailed picture:

Areas for Development

FS2:

- Accelerate the progress for all children in all areas, so that outcomes for good levels of development is higher than baseline
- Increase % boys achieving GLD
- Accelerate attainment in Writing
- Further support those children monitoring for SEN with any emerging issues
- Continue to embed new RWI programme to increase capabilities in handwriting to improve writing outcomes

Y1:

- Accelerate the progress for all children in all areas, so that outcomes are in line with national
- Ensure the provision for SEN pupils is quality and ensures rapid progress is made
- Increase % pupils achieving GDS
- Accelerate attainment, particularly in Reading and Maths
- Increase attainment of boys in Writing and Maths, and girls in Reading
- Rapidly increase attainment outcomes for PP children

Y2:

- Increase % children working at GDS in all subjects
- Ensure the provision for SEN pupils results in accelerated progress
- Ensure girls make same or better progress as boys, especially in Writing

WHOLE SCHOOL ISSUES AND IMPLICATIONS FOR ACTION ARISING FROM OUTCOMES 2021/22:

KS2 – The detailed picture:

Y3:

- Rapidly accelerate the progress for all children in English, so that outcomes are in line with national (64% combined)
- Rapidly secure levels of attainment closer to national in Writing, including at GDS
- Ensure the provision for SEN pupils results in accelerated progress across all subjects
- Rapidly secure good outcomes for disadvantaged pupils
- Rapidly ensure girls are reaching expectations in Writing

Y4:

- Accelerate the progress for all children in Writing and Maths, so that attainment outcomes are in line with national
- Continue to teach gaps in learning to ensure outcomes are in line with pre-pandemic abilities
- Ensure the provision for SEN pupils results in accelerated progress
- Increase % pupils achieving GDS in Maths
- Rapidly secure good outcomes for disadvantaged pupils
- Secure good or better outcomes for boys to be more in line with girl's achievements

Y5:

- Ensure progress in Writing is accelerated to be in line with national
- Ensure the provision for SEN pupils results in accelerated progress
- Increase % pupils achieving EXS and GDS in Writing
- Increase attainment outcomes for girls in all subjects

Y6:

- Continue to improve attainment for all children in all areas, so that attainment outcomes are in higher than national
- Ensure KS2 provision results in accelerated progress from KS1 to KS2
- Rapid progress required for disadvantaged pupils

KEY PRIORITY 1: Action Plan 2022/23. Embedding and improving the Teach Simply Model of Teaching and Learning

Improvement Priority 1	Continue to embed a culture of teaching excellence and a common language, whereby staff gain the pedagogical expertise and knowledge of the science of memory required to drive standards so that all pupils make very good progress with their learning and 'know and remember more'.
Success Criteria:	<p><i>We will know we have engineered success when ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> All cohorts and groups make at least good progress and gaps are narrowed <input type="checkbox"/> Provision raises standards and teaching and learning in school is at least 100% good or better, with much excellent practice embedded <input type="checkbox"/> Teaching is responsive to need, takes account of the needs of all groups of learners and is focused and simple: the 'DSAT Teach Simply' model is embedded <input type="checkbox"/> Teaching strategies used help children know and remember more, and, as a result, the % pupils who gain mastery across the curriculum is increased <input type="checkbox"/> Teaching strategies used take into consideration the latest research into the science of memory

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation							
				What	By whom	When	Outcome				
<p>Continue to improve the quality of teaching and learning, enabling children to know and remember more, by ensuring pupils revisit and review learning and by ensuring staff are equipped with the pedagogical knowledge of how to build on prior knowledge.</p>	<p>HT/ Subject leads</p>	<p style="text-align: center;"><u>Revisit/ Review</u></p> <p>Deliver staff training to ensure staff are equipped to build the following into their daily teaching practice:</p> <p><u>Generative learning</u></p> <ul style="list-style-type: none"> • Continue to improve teacher understanding of generative learning in order to improve pupils' abilities to know and remember more. • Build regular opportunities for pupils to generate learning by sorting, organising, integrating their learning. • Build into daily teaching opportunities for all children to generate their own learning, drawing from long term memories into working memories prior learning (think it, say it, teach it). Continue to embed talk partners as a tool for supporting this. • Explore summarising strategies, particularly in KS2, using pupil jotters/notebooks as a tool for recording this. Teach pupils in KS2 to summarise key learning following coverage of an area of learning by organizing their ideas into a summary table: <table border="1" style="margin-left: 20px; margin-bottom: 10px;"> <tr> <td style="width: 50%;">Questions: ?</td> <td style="width: 50%;">Notes: <u>Xxxx</u></td> </tr> <tr> <td colspan="2">Summary:</td> </tr> </table> <ul style="list-style-type: none"> • Incorporate drawing and mapping into regular teaching practice as a tool for generating learning. <p><u>Spaced retrieval practice</u></p> <ul style="list-style-type: none"> • DSAT INSET training 31 Oct 2022 to improve teacher understanding of retrieval practice to support pupils to know and remember more, with a particular emphasis on the Forgetting Curve and implications for teaching and curriculum 	Questions: ?	Notes: <u>Xxxx</u>	Summary:		<p>Revisit by end of term 1</p> <p>Monitor termly (through lessons visits)</p>	<p>Monitor use of jotters (sample for monitoring including pupil interviews)</p> <p>Monitor the effectiveness of generative learning strategies in lessons</p>	<p>Senior leaders</p> <p>SLT</p>	<p>Termly</p> <p>Ongoing, at least termly</p>	<p>Jotters are used effectively to support generative learning, including the use of summarizing (KS2). Children are able to remember some key knowledge, vocabulary and concepts as a result of <u>using</u> the technique of summarising</p> <p>The quality of teaching and learning improves across school as a result of generative learning / retrieval strategies being deployed.</p> <p>Children know and remember more over time.</p> <p>Outcomes improve for all year groups, particularly in the year groups where gaps have developed due to lockdown.</p> <p>Pupils, including vulnerable pupils and those in the lowest 20%, make rapid progress and outcomes improve for pupils in each year groups over time.</p>
Questions: ?	Notes: <u>Xxxx</u>										
Summary:											

		<p>strategies (see updated teach simply model: return to knowledge regularly; improve clarity; make it more relevant – schema, vocabulary, knowledge; make it interactive).</p> <ul style="list-style-type: none"> Continue to embed 'Can you still?' strategies in every lesson ("What did we learn yesterday/ last week/ last month that will help us with our learning today?") Long term and medium-term planning continue to revisit areas of learning in a spaced way in order to optimise retrieval, thus enabling learning to be retrieved from the long-term memory and to be built upon. In maths and English, objectives are returned to in a meaningful way regularly throughout the year. The maths 'starters' to be reviewed and adapted to consider the Forgetting Curve. <p><u>The science of memory (schemas/cognitive theories/theories of memory)</u></p> <ul style="list-style-type: none"> INSET training 1 Sept to improve teacher understanding of schemas and theories of memory, to support pupils to know and remember more. Develop teacher understanding of how to develop 'preparedness' in the revisit/review section of lessons, therefore reducing cognitive overload in working memories of pupils and preparing then to build on prior knowledge. Develop teacher understanding of how to create meaningful links (schema building) when planning lessons. 	<p>End of year</p> <p>Oct 22</p>	<p>Monitor the effectiveness of retrieval practice in teaching. Are teachers <u>taking into account</u> the forgetting curve?</p> <p>Learning walk</p> <p>Monitor curriculum planning to ensure spaced retrieval strategies are used.</p>	<p>SLT</p> <p>SLT</p> <p>Subject leads</p>	<p>Ongoing, at least termly</p> <p>Ongoing, termly</p> <p>Termly.</p>	
<p>Continue to improve the quality of teaching and learning, enabling children to know and remember more, by ensuring teachers teach simply, breaking down learning into small steps, making links with schema and building on prior knowledge and misconceptions.</p>	<p>HT/ Subject leads</p>	<p style="text-align: center;"><u>Teach</u></p> <p><u>The science of memory: schema and the link with misconceptions</u></p> <ul style="list-style-type: none"> In lessons, continue to use notebooks/ jotters as a tool for recording ideas, so that staff are able to sharpen understanding and correct misconceptions where schemata is incorrectly learned and embedded in long term memory. Build into curriculum planning documentation 'prior learning', so that teachers know what knowledge children should know and remember, are checking they know and remember it and so they know what incorrect schema (misconceptions) have been embedded in long term memory. Teach staff to understand how to teach to address misconceptions (subject knowledge development). INSET training 31 Oct. (Add new information to address a lack of knowledge; Fill in gaps of incomplete prior knowledge; Correct misconceptions of existing but incorrect prior knowledge). Continue to promote 'concepts' as an integral part of wider curriculum planning documents, therefore enabling pupils to revisit and review concepts over time, building more links 	<p>Autumn term</p> <p>Termly</p> <p>Termly</p>	<p>Senior leaders to monitor the wider curriculum subject planning to ensure concepts have been slimmed down so children remember them</p> <p>Monitor T+L to ensure modelling is effective.</p> <p>Monitor curriculum planning to ensure prior</p>	<p>Subject leads/ SLT</p> <p>Subject leads/ SLT</p>	<p>Termly</p> <p>June 2023</p>	<p>Concepts are included in curriculum documentation. In pupil interviews, pupils know some of the curriculum concepts and have flexibility in their answers to talk about how knowledge learnt is linked to other knowledge in other areas of the same and different curriculum subjects (schema building).</p> <p>The quality of teaching improves, with lessons visits demonstrating teacher understanding of <u>how</u> to identify and address misconceptions.</p>

		<p>between information learned (schema building) and as a tool for recovering gaps in learning following lockdown (key concepts revisited over time: identified important building blocks).</p> <ul style="list-style-type: none"> In the wider curriculum, slim down the number of concepts returned to, to enable more meaningful links to be created, to allow them to be returned to often enough, and to enable children to remember them. <p>Modelling and narrating thought processes: Revisit modelling process, including narrating thought processes, breaking down into steps. Staff training for all adults, including TAs, to improve their knowledge of how to model for all groups of pupils, including modelling writing for pupils in KS1 and pupils in KS2 with SEN need who are at the early writing stage and need to access modelled writing within their phonic grasp.</p> <p>Further refine curriculum planning in the wider curriculum: Ensure all curriculum documentation for wider subjects demonstrates a step-by-step approach in line with composite (objective) / component (small steps and building blocks) planning. Curriculum plans for all wider curriculum subjects to be detailed enough and refined so that concepts, knowledge, disciplinary knowledge (skills) and vocabulary are broken down into small steps and sequenced logically, especially History, PE and Computing. Provide further staff training for subjects where disciplinary knowledge is a specialism: technical aspects of music, formal elements of art, second-order concepts in history.</p> <p>Further articulate component knowledge and progression in the KS2 reading programme, identifying precisely how progress in reading (content domains) could be tracked and benchmarked throughout each stage. Focus of English Hub term 1 2022.</p>		<p>knowledge is identified. Monitor lesson visits to ensure prior learning is built upon.</p> <p>Monitor modelling in lesson visits</p> <p>Monitor work samples</p> <p>Curriculum planning monitoring</p>	<p>Subject leads/ SLT</p> <p>SLT/ English lead</p> <p>Subject leads/ Curriculum leads</p> <p>English lead</p>	<p>June 2023</p> <p>Termly</p> <p>June 2023</p> <p>June 2023</p> <p>June 2023</p>	<p>Children gain more knowledge over time and knowledge is increasingly accurate. The % pupils achieving mastery in the wider curriculum increases compared to 2022/2.</p> <p>Children are able to confidently practise and apply skills as a result of clear, simple modelling.</p> <p>Teacher subject knowledge improves as a result of training.</p> <p>Curriculum documents are improved and clearly identify small steps (components).</p> <p>Pupils in the lowest 20% in each year groups make progress and the % pupils achieving below expected is reduced in all year groups.</p> <p>The pace of the KS2 reading curriculum is tightly articulated and broken down into steps/ components for each stage. As a result, pupils gain more knowledge and achieve well in reading by the end of KS2. Gaps in reading attainment for pupils are narrowed compared to 2022 %.</p>
Improve the quality of		Practise					Deliver staff training to ensure staff are equipped to build the following into their daily teaching practice:

<p>teaching and learning, enabling children to know and remember more, by ensuring children have opportunities to practise applying new knowledge and skills in a wide range of contexts across the curriculum.</p>	<p>HT/ Subject leads</p>	<p><u>Guided practice/ independent practice</u></p> <ul style="list-style-type: none"> Plan for guided practice + independent practice to build fluency. Ensure all teaching sequences incorporate guided practice opportunities (whole class being slowly guided through a process within a lesson or guided practice groups led by an adult) as well as opportunities for independent practice. Ensure EYFS vehicles for learning are rich in curriculum linked opportunities for pupils to practise their new skills independently in provision following guided practice opportunities, where activities are modelled by an adult. Link these opportunities in play tightly to the teaching focus. <p><u>Deliberate practice</u></p> <ul style="list-style-type: none"> Introduce Deliberate practice: opportunities to practise identified smaller steps in order to engineer success and build confidence with age-appropriate objectives (enabling pupils to keep up). <p><u>Recall/ Rehearse</u> as a vehicle for additional practise across the curriculum:</p> <ul style="list-style-type: none"> Recall: see retrieval/ generative strategies outlined above under 'Revisit/ review) Rehearse: build into the mathematics further curriculum opportunities to rehearse maths facts (articulate the maths facts to be learned at each stage in each year group, share this with parents, raise the profile of these maths facts on working walls and assess progress against them regularly, tracking progress). Continue to embed the use of dictated sentences across the curriculum as a tool for rehearsing vocabulary, knowledge and SPAG (freeing working memory from the creative process). Continue to ensure pupil's practise reading across the wider curriculum. Monitor the use of and limit the use of turn taking in reading to allow pupils more opportunities to practise reading aloud (Avoid, Limit, Use: avoid silent reading, limit turn taking, use strategies which encourage all children to read aloud). <p><u>Debate/ Prove</u></p> <ul style="list-style-type: none"> Continue to embed STEM sentences in maths (including opportunities to justify and reason, I know this because...) Further develop the use of debate across school. KS1 pupils taught to join in a debate in an informal way, KS2 pupils taught to use the language of debate (I believe that; logical and illogical; in my opinion) and the rules of debate (listening, turn taking, courtesy). <p><u>Improve opportunities to practise language acquisition in the early years:</u></p>	<p>End of year</p> <p>Termly</p> <p>End of term 1</p> <p>By end of year</p> <p>Termly</p> <p>By June 2023</p>	<p>Monitoring of lessons in all year groups.</p> <p>Monitoring of lessons in EYFS</p> <p>Pupil progress meetings</p> <p>Monitoring of T+L</p> <p>Lesson visits: reading, dictated sentences</p> <p>Lesson visits, pupil interviews</p>	<p>SLT</p> <p>SLT</p> <p>SLT/ SENDCO</p> <p>SLT</p> <p>Subject leaders SLT</p> <p>SLT</p>	<p>At least termly</p> <p>Termly</p> <p>At least termly</p> <p>Termly</p> <p>Mid-year check; end of year evaluation</p>	<p>Outcomes improve for all pupils as a result of increased opportunity for pupils to practise skills.</p> <p>Pupils need additional support to keep up with the pace of curriculum programmes receive the support they need.</p> <p>Children know and remember more as a result of practise and repeated rehearsal. Outcomes improve across the curriculum, particularly in subjects and year groups with identified gaps due to lockdown and identified in 2022 outcomes.</p> <p>Pupils know and remember more through well-developed opportunities to articulate views and knowledge. Gaps in language acquisition and vocabulary are recovered as a result of a more robust provision and approach to debate and STEM sentences.</p>
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		<ul style="list-style-type: none"> • Continue to develop strong foundations for early reading, incorporate opportunities within EYFS provision to practise speech and language acquisition. Early Years practitioners to identify specific vocabulary/ language to develop weekly in vehicles for learning and plan for all pupils to practise their developing language in these vehicles, supported by an adult (guided practice within the vehicles for learning: planned language acquisition practise). Plan for a considered approach appropriate to the needs of individual children as well as staff training for good implementation. Equip adults with the subject knowledge to support language acquisition through quality talk: Commenting: Child, "Look at what I found!" Adult, "Wow, that is a hairy spider!" Extending: "Child, "My car was the fast." Adult, "Yes, your red car was the fastest". Recapping: "First we did...then we...finally we..." Implicit corrections: "Child, "I hid the dinosaur in the box." Adult, "You hid the dinosaur in the box." Imagining: "What might it be like to..." Pondering or asking open questions: "I wonder <u>why</u>." or "What could happen next?" Explaining: "When it is cold outside, we wear more clothes to keep warm." Posing questions: "Maybe there's a way of..." Suggest ideas: "We could try..." or "Perhaps..." Modelling your thinking: "I think I'm going to use the small paint brush so I can carefully add the eyes." Reminding: "Remember when you had this problem before? What did you do to fix it?" Make links: "It's just like when you..." • For pupils in Y2 – Y6, children continue to <u>practise</u> reading widely through: <ul style="list-style-type: none"> - Opportunities to <u>practise</u> reading across the curriculum are improved, with texts appropriate to reading age and linked to areas of learning being taught (resource reading material linked to wider curriculum to allow pupils with SEN to <u>practise</u> reading across the wider curriculum too) - Dictated sentences form a daily part of lessons, allowing pupils to <u>practise</u> their phonic and spelling skills and also language comprehension. Dictated sentences include those linked to the wider curriculum to include rich vocabulary content. - Class library areas are developed so that texts link to subject areas being taught, books are reading age appropriate and support pupils to <u>practise</u> both their reading skills as well as retrieve information taught. 	By June 2023	Lesson visits EYFS	EYFS lead/SLT	Termly lesson visits and monitoring to ensure strategies are embedded.	Adults are skilled in early years and are trained to develop language acquisition. They use a range of skilful strategies to develop language in provision and as a result gaps in language acquisition are reduced compared to entry.
Improve the quality of teaching and learning, enabling children to know and remember more, by	HT/ Subject leads	Apply Continue to deliver staff training to ensure staff are equipped to build the following into their daily teaching practice:					The % pupils achieving expected in maths across school improves The % pupils achieving GDS in maths across school improves.

KEY PRIORITY 2 : Assessment Action Plan 2022/23.

Improvement Priority 2	Continue to refine systems for assessment, to include assessment of the wider curriculum.
Success Criteria:	<p><i>We will know we have engineered success when ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> All cohorts and groups make at least good progress and gaps are narrowed <input type="checkbox"/> Assessment identifies gaps in component knowledge and leads to action to recover gaps and address misconceptions. <input type="checkbox"/> All aspects of the curriculum are assessed <input type="checkbox"/> Strategies used for assessment are efficient and mindful of teacher workload <input type="checkbox"/> Subjects expects 3 data collection points <input type="checkbox"/> As a result of strong assessment procedures, pupils gain more knowledge over time and teaching is responsive to need <input type="checkbox"/> As a result of strong assessment procedures, leaders are aware of strengths and areas to develop in their subject and outcomes are tracked <input type="checkbox"/> As a result of strong assessment procedures, receiving teachers know gaps in component knowledge and understand how to build on prior knowledge.

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation				
				What	By whom	When	Outcome	
To monitor progress of pupils using NTS results, which will be shared with the trust	Assessment lead HT	Ensure teachers have the NTS data from the previous year relating to new classes. From these, interventions can be based on the information from Shine.	Termly	Distribute data to all staff for new classes where appropriate	Senior leaders/ head	Termly	Pupils, including vulnerable pupils and those in the lowest 20%, make rapid progress and outcomes improve for pupils in each year groups over time as a result of tracking and assessment in reading and maths.	
		Identify slots in timetables that can be set as intervention points to enable the delivery of Shine interventions in a more efficient manner.	Termly				Bottom 20% identified for Shine interventions – interventions running	
		Test pupils (using SATs style conditions) in the third to last week in term – data inputted in time for Pupil Progress meetings.	Termly				Coordinate timetables of all staff, considering core interventions being delivered with equitable time on timetable to ensure parity	Data available for comparison shortly after testing to enable next steps to be planned
		Analysis of NTS data by subject leads to identify areas of strength and for development across school	Termly					Good practice can be shared and any whole-school needs addressed with appropriate CPD or support.
		Lower 20% pupils are collated at the end of each assessment period to ensure they are targeted in lessons and interventions and their progress accounted for.	Termly				Tests ready for collection by dates needed and data inputted by deadlines	Interventions are adjusted where required. Progression of the children is obvious from the next data point comparison and staff are able to offer observations on how progress has been facilitated.

<p>To further tighten assessment of the wider curriculum</p>	<p>Assessment lead</p> <p>Curriculum lead/ subject leads</p> <p>HT</p>	<p>Improve assessment of the wider curriculum to ensure that it:</p> <ul style="list-style-type: none"> identifies gaps in component knowledge and leads to action to recover gaps and address misconceptions. Is not overly burdensome and supports teacher workload (limit number of data collections, limit number of components identified for assessment). Informs teaching and next steps in an efficient way. Informs subject leaders about strengths and areas to develop, including areas needed to support improved subject knowledge. Informs receiving teachers about gaps in component knowledge and helps them to understand how to build on prior knowledge. <p>Do this through:</p> <p>1/ Select the most important substantive knowledge, concepts and vocabulary for each unit of work in each wider curriculum subject, choosing components which are the most 'powerful' and 'sticky' and will enable pupils to progress as they move through school. Narrow components down, not choosing too many components.</p> <p>2/ Select the most important components of disciplinary knowledge for each subject area, choosing knowledge which will enable pupils to learn the discipline of the subject and progress as they move through school. Narrow the choice of components.</p> <p>3/ Capture the narrowed down knowledge, concepts and vocabulary (substantive and disciplinary knowledge) on an A4 visual representation- designed to be used to support memory strategies and help children to revisit and revise from.</p>	<p>End of term 1 assessment systems are in place for most wider curriculum subjects.</p> <p>By the end of term 2, all subjects have been broken down into component knowledge.</p>	<p>Monitor assessment plans for each subject</p> <p>Monitor a sample of assessments to ensure new approach is consistent</p>	<p>HT/ SLT</p> <p>HT/ SLT</p>	<p>End of term 1 and term 2</p> <p>Mid-year</p>	<p>All cohorts and groups make at least good progress and gaps are narrowed</p> <p>Assessment identifies gaps in component knowledge and leads to action to recover gaps and address misconceptions.</p> <p>All aspects of the curriculum are assessed</p> <p>Strategies used for assessment are efficient and mindful of teacher workload</p> <p>As a result of strong assessment procedures, pupils gain more knowledge over time and teaching is responsive to need</p> <p>As a result of strong assessment procedures, leaders are aware of strengths and areas to develop in their subject and outcomes are tracked</p> <p>As a result of strong assessment procedures, receiving teachers know gaps in component knowledge and understand how to build on prior knowledge.</p>
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4/ For each curriculum area and year group, select the most appropriate assessment for learning opportunities (quizzes, talking to pupils, end of unit capture points).

5/ Track knowledge identified above on the school's data collection system. Limit collection to enable teachers to identify gaps in knowledge and address them but also limiting the impact on teacher workload.

6/ At the end of the year, teachers make a summative judgement (EXS/WTS) based on assessments of components knowledge as above, using standard files to also support judgements.

7/ Receiving teachers have access to assessments against component knowledge on tracking systems in order to build on prior knowledge and address any gaps in knowledge for individual pupils and cohorts.

KEY PRIORITY 3 : Educating for equality: equality action plan 2022/24

Improvement Priority 3	To ensure equality objectives thread through the culture, ethos and curriculum of our school: embedding anti-racism and gender equality in our school.
Success Criteria:	<p><i>We will know we have engineered success when ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Leadership at all levels understand their role and contribution to equality <input type="checkbox"/> We have a more accurate self-evaluation as a school of where we are at on the journey towards anti-racism and gender equality. <input type="checkbox"/> We have identified areas for staff CPD and have a plan in place to develop their understanding of anti-racism and gender equality. <input type="checkbox"/> Recruitment procedures, policies and procedures are reviewed to allow for unconscious bias and to reduce the opportunities for bias in relation to anti-racism and gender equality.

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome
To provide a framework and benchmark of the school's journey towards an anti-racism and gender equality culture in school.	HT	<p><u>Leadership and management:</u></p> <ul style="list-style-type: none"> • Begin the process of achieving stage one of the Educating for Equality Mark. • The Educating for Equality Mark is made known to children, staff and the wider school community. • An audit is carried out to identify areas to develop and improve. • The school community understand with precision which aspects need to improve. • There is a shared understanding of the need for improving equality for children's education, well-being, school improvement, social justice and global citizenship. <p><u>Staff CPD:</u></p> <ul style="list-style-type: none"> • Staff receive training focused on equality education and good practice. <p><u>Teaching, Learning, Curriculum and Resources:</u></p> <ul style="list-style-type: none"> • Curriculum planning and resources are reviewed to ensure that an anti-racist, gender equal approach is embedded and has sustainable impact 	End of the 2023 year	Progress with award	H I	Termly	<p>The school achieves the Allegiance Award (stage one Educating for Equality Award).</p> <p>An audit has identified areas of provision and procedures which need to change in order to embed an anti-racist and gender equal community.</p>

<p>To support senior leaders to 'catch the vision' towards an anti-racist and gender equal culture in school.</p>	<p>HT</p>	<p>Leadership training:</p> <ul style="list-style-type: none"> Attend leadership development training for school leaders (SLT): embedding anti-racism and gender equality in our school. <ul style="list-style-type: none"> 6 x 2 hours sessions 12/9; 23/11; 11/1; 6/3; 24/5; 2/7 <p>Training includes</p> <ul style="list-style-type: none"> an increased understanding of the role of leaders in embedding an equality culture an overview of the research developments in the field an understanding of the relevant terms and definitions an understanding of how to plan effective staff CPD understanding the difference between diversifying and decolonising the curriculum an understanding of how to critically evaluate commonly used resources and texts practised empathetic listening unconscious bias the impact of anti-racism and gender equality policies on mental health and well-being of pupils and staff and on recruitment. 	<p>End of the 2023 year</p>	<p>Evaluate impact of CPD termly</p>	<p>HT</p>	<p>Termly</p>	<p>Senior leaders have improved knowledge of the key areas outlined in training modules.</p> <p>This knowledge impacts on daily practices, policies, procedures, curriculum.</p> <p>Leaders 'catch the vision' for an improved culture of anti-racism and gender equality.</p>
<p>To embed an anti-racist and gender equal approach to the curriculum.</p>	<p>HT/ SLT</p>	<p>Year 2: DSAT INSET DAY focus for all teachers</p> <p>Training for all staff to include:</p> <ul style="list-style-type: none"> developing racial literacy de-biasing classroom practice developing curriculum provision dealing with racism in schools 	<p>End of the 2023/24 academic year</p>	<p>Evaluate the impact termly</p>	<p>HT Curriculum lead</p>	<p>Termly</p>	<p>A culture of inclusion and justice is built.</p> <p>Curriculum planning addresses injustices</p> <p>Staff are equipped to play their part in the journey towards an anti-racist and gender equal school community</p>

KEY PRIORITY 4 : Behaviour and Attitudes

Improvement Priority 4	Develop a strong focus on outstanding behaviour and attendance and create a culture where children show they have the skills to face difficulties with confidence
Success Criteria:	<p>We will know we have engineered success when ...</p> <ul style="list-style-type: none"> 🕒 Pupils conduct throughout the school, at all times of the day, is good or better. 🕒 Pupils are supported to develop the necessary life skills to cope with 'failure'; difficult times; stressful situations 🕒 Whole school attendance is 96% or higher, with poor attendance by individuals improved and persistent absenteeism decreased 🕒 Pupils take responsibility for their attitude/behaviour

Objectives	Milestones	Time scale	Monitoring and Evaluation			
			What	By whom	When	Outcome
<p>To ensure the school policy is applied consistently and fairly and ensure a culture of respect across the school, with improving levels of attendance and punctuality</p> <p>Key staff: JCB / teachers / attendance officer</p>	<ul style="list-style-type: none"> • CPD on behavior management and policy in Sep INSET for all staff to ensure a consistent approach and for all staff to feel empowered when dealing with behaviour • Regularly monitor learning to ensure productivity is high, quality is of an excellent standard and fluency is developed, with children knowing and remembering more. • Introduce and embed a new reward system linked to Christian values • Embed the use of behavior monitoring for low-level behaviours • Reduce number of incidents on playground by introducing more playground equipment and train staff on playground behaviours • Tackle the persistent absence of a small number of pupils, through effective and regular communication and the use of external agencies • Track and promote good attendance across school, working with families to support if needed • Embed British Values and protected characteristics within spiral planning. What would life be like without them? Holocaust, statues and slavery etc. 	Sep 21	CPOMs use and policy	SLT	Ongoing	Behaviour is good, with increasing levels of record keeping and tracking
		Aut term	Learning walks / book scrutiny	SLT / subject leads	Half termly	Children have increased levels of responsibility and chances to develop leadership qualities
		Ongoing	Attendance monitoring	SLT / Attendance officer	Weekly	Attendance is above 96% and punctuality is good. PA figures have fallen.

KEY PRIORITY 5: Personal Development

Improvement Priority 5	To enhance learners' spiritual, moral, cultural and social understanding through the further development of their character education, emotional wellbeing and mental health.
Success Criteria:	<p><i>We will know we are successful when ...</i></p> <ul style="list-style-type: none"> 🕒 <i>All children, no matter what their circumstances, are progressing well personally, socially and emotionally</i> 🕒 <i>Opportunities for children developing talents are provided and nurtured in a variety of different vocations</i> 🕒 <i>Stakeholders speak positively about the opportunities provided</i> 🕒 <i>Wellbeing is embedded and not just a 'buzz word'</i> 🕒 <i>Our pupils make a positive contribution in society</i>

Objectives	Milestones	Timescale	Monitoring and Evaluation			
			What	By whom	When	Outcome
<p>To prepare our pupils for making a positive contribution in society, through developing their understanding and appreciation of diversity and fundamental British Values and provide opportunities for learners beyond the academic</p> <p>Lead staff: JCB / MW</p>	<ul style="list-style-type: none"> • Develop and raise the aspirations of all children in school both in their learning and within their aspirations for their future. Continue promoting scholarly attributes. • Promote and encourage increasingly positive and exemplarily attitudes amongst children. Ensure attitudes towards learning are excellent and children are becoming increasingly more confident in their own self beliefs and of each other. • Throughout the curriculum and collective worships, healthy friendships and relationships are taught explicitly. • SLT to engage Educating for Equality mark and disseminate CPD for staff. Staff are increasingly confident in challenging racism, gender inequality and LGBTQ+ issues. • Review curriculum planning and resources to ensure that an anti-racist, gender equal approach is embedded and has sustainable impact. • Introduce a fruit only break times as part of encouraging healthy living. • Widen opportunities for children contribute to their local community and further afield, gaining life experience and developing courageous advocacy. • Strengthen links with local services, groups and the church to broaden the children's awareness. • Involve pupils in some decision making for safeguarding issues. School council to work with DH in sharing ideas for keeping themselves safe, both in school and online, and contribute to school's safeguarding offer. • Increase breadth of and amount of responsibilities that children hold in school. Strengthen school council, introduce and embed play leaders and create a spiritual council (with NC). Focus school council on enterprise opportunities and volunteering in the local community. • SLT and RE lead to re-design collective worship structure, long-term overview and consistency for worship. Research programmes to effectively deliver CW and increase amount of pupil involvement (linked to spiritual council) 	End of year	Visits / Church events	Teachers / SLT	Half termly	Children see themselves within society and challenge their thoughts to understand others
		Aut term	Planning scrutiny	SLT / subject lead	Termly	
		Sep 21	Lesson observation	Teachers	Ongoing	Children's attitudes and understanding of key issues is increasing
		Ongoing		SLT	Termly	
		Spr term	Learning walks / lessons observation	SLT	Ongoing, at least termly	

Appendices:

- Staff tasks towards DEP implementation
- Summary SEF 2021/22
- IDSR October 2022

Staff tasks towards DEP Implementation

Jenny Birks

- Perform responsibilities as Headteacher
- Act as Team Leader and manage appraisals and performance for Teachers
- Organise and lead INSET days and staff training CPD
- Monitor:
 - Teaching and learning
 - Planning and assessment
 - Targeted support
- Continue to work alongside Trust and Governors to develop roles and to improve the effectiveness of their monitoring of DEP priorities
- Develop leadership of MW and further develop middle leaders
- Continue to improve communication with parents, including regular opportunities to engage with school
- Lead safeguarding
- Lead Early and Phonics across school and track children's progress robustly alongside coaching reading teachers
- Perform responsibilities as Pupil Premium Lead, including monitoring Pupil Premium pupils
- Ensure website is inviting, informative, current and compliant

Megan Williams

- Teach effectively in Y5/6
- Take on responsibilities associated with the Deputy Headteacher role, including appraisals for Teaching Assistants.
- Support JCB with leadership tasks and driving school excellence
- Support JCB in leading Teaching and Learning
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Organise Y6 interventions to enable all pupils have equality of access to the full curriculum. Monitor the impact of this throughout the year.
- Lead Maths, Assessment and PSHE effectively across the school
- Lead Personal Development across the school
- Deputise as Safeguarding Lead when necessary

Emma Sabin

- Teach effectively in Y3/4
- Lead SEND across school
- Lead English effectively across the school
- Lead Geography effectively across the school
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Monitor planning and standards in own subject area, including coverage of long-term planning.

Sam Fielding

- Teach effectively in Y1/2, alongside Rachel
- Lead PE, Science and Computing across school
- Work alongside PE coach to raise standards in all classes and ensure high levels of engagement across school
- Monitor planning and standards in own subject areas
- Plan Sport's day
- Write Sports Premium report
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Ensure strong phonics outcomes are maintained
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

Rachel Whittaker

- Teach effectively in Y1/2, alongside Sam
- Lead History, Music, Art and DT across school
- Monitor planning and standards in own subject area, including coverage of long- term planning.
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Work alongside Maths lead and Maths Specialist to ensure mastery in Maths
- Ensure strong phonics outcomes are maintained
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

Nicky Chapman

- Teach effectively in FS1/2
- Work alongside TA's to ensure standards are high in EYFS and language acquisition is strong
- Develop outside provision to be as strong as inside, with plenty of learning opportunities for children to apply what they've learnt inside
- Lead EYFS
- Ensure good EYFS outcomes are maintained
- Coordinate Assessment including carrying out Reception Baseline assessment procedures
- Engage in CPD and coaching programmes in order to further develop outstanding Teaching and Learning
- Act as team leader for TB and JA

Summary SEF 2021/22

Introduction

We believe that Laughton All Saints' continues to be a good school overall, as a result of the work of the leadership team and the impact of the school improvement work undertaken since the last inspection (July 2018).

We believe since this time the school has strengthened good provision in all OFSTED areas and monitoring by our Trust, DSAT, would support this view. A new Headteacher, who came to the school in September 2021 from another DSAT school, has brought about substantial change and significant improvements in all areas. Leaders and staff have worked relentlessly to improve all areas identified by OFSTED's previous visit and the updated framework.

A. Context of Laughton All Saints'

To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

- Our school has a strong vision for excellence and believes that every child can be successful within education and school life: this is known and understood by all. We are determined, through very high expectations of behaviour and attitudes to learning, to ensure all children make excellent progress and ensure readiness for the next stage of their education.
- We aim to do this with the care and nurture we provide, using firm foundations of consistency within teaching and learning, a high-quality sequential curriculum and consistency within routines and daily life. Because we are a small school, our staff know our children inside and out and provide for their needs, both academically and pastorally. Our vision is based upon a belief that ALL children can make excellent progress from their starting points and with the right support will achieve well.
- The school is a Church of England school. The last SIAMs inspection was in March 2019 and judged the school to be excellent.
- We are proud of our history, being the oldest working school in South Yorkshire. Our foundations were built in 1612 and school has grown significantly since this time, and continues this trend. In an old hamlet village opposite the Church, our school lies at the heart of the community, our families and neighbours.
- We are a [values](#) driven community and place our motto of 'Be Ready, Be Respectful and Be Safe, and Let your Light Shine', at the heart of our Christian and inclusive community.
- We ensure that all staff understand our vision through our strong focus on learning within all staff development meetings, through the quality of dialogue and challenge within data meetings, leaders who all work proactively within classrooms alongside teachers and through the Governance of the Trust Governing Body and the Trust central team. We believe our most valuable resource is our staff and invest in their professional development and wellbeing, aiming to ensure workload is manageable so that all can be successful in addressing the variety of needs and challenges within each class.

Our key strengths lie within:

- *The development of our personal and social development and systems for behaviour, which have led to a very calm and purposeful environment, where behaviour and attitudes of the vast majority of pupils is excellent. Children at Laughton love their school and increasingly value their education.*
- *Early reading and phonics through the development of RWI across school are resulting in increasingly improving outcomes for children*
- *Our committed staff; the vast majority of our staff have remained at the school for many years and are loyal to the children and their education*
- *The ongoing development of the curriculum including Maths and English, and the wider curriculum areas*
- *The promotion of good school attendance*
- *The quality of RE and collective worship to support the school culture and ethos*
- *The school's pastoral support*
- *Our approach to staff development and commitment to providing the best we can*
- *Leaders are dedicated to the children and the staff, investing significantly in the environment, provision and resources that the school offer the children*

- We are very ambitious about what our curriculum can become and made a very positive start in creating and delivering a knowledge engaged curriculum in September 2021, based on principles of the importance of both knowledge and skills development and pedagogy that supports the placing of long term memory. Despite COVID challenges, the school has continued its developments. Children are engaged fully, and although there are some gaps linked to the impact of COVID, children know and remember more overall.
- All subjects have been developed across the curriculum areas and are coherently planned and sequenced. Leaders are aware work now needs to be executed regarding assessments to develop and strengthen this area further.
- Since the school's last inspection (Good - July 2018), outcomes have maintained being above national averages at KS2, both in 2019 and in 2022.

Self-evaluation judgements 2021/22	
Quality of education	Good
Behaviour and attitudes	Good
Personal Development	Good
Leadership and Management	Good

B. Key information about our school and pupils

Trends over time

		2020	2021	Current	Quintile- as in IDSR
No on Roll	Sch	123	118	118	Q5
	Nat	281	278		
%FSM6	Sch	15%	15%	17%	Q3
	Nat	23%	23%		
%SEND support	Sch	19.5%	28.1%	25%	Q1
	Nat	12.8%	12.6%		
%SEND EHCP	Sch	3.3%	11%	9%	Q1
	Nat	1.8%	2.1%		
% EAL	Sch	0%	0.85%	0.85%	Q5
	Nat	21%	21%		
% Stability	Sch	83%	%	Approx 95%	Q3
	Nat	81%	82%		

Current

- Laughton All Saints' is a small sized primary school with mixed age classes and a nursery provision. The school converted to academy status in October 2019, joining with the Diocese of Sheffield Academies Trust.
- The school has a Headteacher who has been in post since September 2021 and a Deputy Headteacher who joined the school in September 2022. The Headteacher works in close partnership with a number of other Trust schools and the executive leaders. The school meets statutory requirements for the publication of specified information on its website.
- There are currently 118 pupils on roll from FS1 to Y6. There are 4 mixed-age classes at Laughton; 1 FS1/FS2, 1 Y1/2, 1 Y3/4 and 1 Y5/6. School capacity is full and numbers of pupils remain consistent. Some cohorts of children are oversubscribed due to appeals within the Local Authority.

- Children enter the early years on a part-time basis in Nursery, for either a 15 hour or 30 hour offer. Early years education continues into Reception, when children attend full time.
- The proportion of pupils known to be eligible for support through the pupil premium is below average at approximately 17%. This has been mostly stable over the last three years ranging from 15-17%.
- The proportion of pupils who speak English as an additional language is significantly lower than the national average at 0.85% compared to 21% nationally in IDSR.
- The proportion of pupils who have special educational needs and/or disabilities, excluding pupils with an education, health and care plan, is above the national average at 25%. This number increases to 38% when including the school's informal SEN monitoring register. The number of pupils with an EHCP increased significantly during the last academic year to 11 pupils (10.8%) which is significantly above the national average of 2.1%. 5 of these children moved to specialist in September 2022, and another placed with us, leaving the school with 7 in school (6%).

C. Progress in meeting the previous OFSTED inspection key areas (See Table below)

In both key areas identified (see below) the school has worked tirelessly to bring about improvements and positive change is evident:

- The Maths curriculum has been fully re-designed and new curriculum plans developed to ensure the curriculum is ambitious, progressive and sequential, developed around a mastery approach. There are clear plans in place which evidence the progressions of Maths knowledge and skills, and ensure retrieval practise where children back to the right things at the right time, aiding memory and depth of learning. The Maths lead has engaged with the Mastery Programme for 2 years and is continuing on the Embedding Mastery Programme. School has invested in White Rose materials and resources to support Maths teaching and learning.
- Maths outcomes for GDS in 2022 were 25%, above the national average of 22.4%. This shows school is challenging those more able in Maths well.
- The Headteacher and Attendance Lead work closely on a daily and weekly basis to track attendance and meet with individuals to discuss concerns and offer support. A new attendance policy was written and agreed by Governors in September 2021, and has been implemented to track attendance more regularly and robustly. School has introduced a new system for tracking and reporting on attendance and has formed an attendance club with the pastoral lead to work with children on recognising the importance of attendance.

2. OFSTED areas for improvement

OFSTED AREAS FOR DEVELOPMENT	
1. Continue to improve the attendance of individual pupils	2. Staff increase opportunities for pupils, especially the most able, to be further challenged in mathematics.
	<p>Improve the quality of teaching and pupils' achievement, especially in mathematics by ensuring that:</p> <ul style="list-style-type: none"> - throughout the school, when staff teach pupils to solve mathematical problems, they do so in a way that is not confusing to them - opportunities are provided so that pupils more frequently use and apply their mathematical learning in other subjects and in real-life situations - teachers expect pupils to improve their work in the light of teachers' marking in both mathematics and writing.

3. Overview of self-evaluation judgements

	Outstanding	Good	RI	Inadequate
Overall effectiveness: the quality and standards of education				
Quality of Education				
Behaviour and Attitudes				
Personal Development				
Leadership and Management				

4. Quality of Education

4.1 Curriculum Intent

Quality of Education: Intent

Curriculum Intent:

Our ambition at Laughton All Saints' C of E Primary School is to provide opportunities for children to develop as independent, confident, successful and life-long learners, with high aspirations and the learning agility to make a positive contribution to their community and the wider society now and in the future. In our school, there is a strong focus on developing children's moral, spiritual, social, cultural and relational understanding. The building blocks of our curriculum ensure that children are well equipped with the knowledge, skills and wealth of language to prepare them for life in modern Britain, overcoming the contextual barriers to social mobility. Their sense of responsibility as current and future citizens is at the heart of all our teaching and learning. Children are taught to be respectful of other, to be courageous in their learning and to keep themselves and others safe.

Laughton All Saints' provides a highly inclusive environment where learners enjoy their education. Pupils at all levels are helped to achieve their potential. All pupils regardless of their starting points are encouraged to expand their skills and knowledge through rich, broad curriculum opportunities. Our ambitious curriculum is built around the desire to enable children to 'know and remember more' by ensuring that knowledge is built upon systematically allowing greater transference of understanding into the long-term memory.

Our focus on curriculum development is carefully sequenced to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. We are a reflective school and continually strive to improve our teaching and learning in the light of current research, including research into the science of memory. Our teachers focus on teaching simply: revisiting and reviewing, teaching in small steps, practising and applying and assessing regularly. High quality, tiered questioning threads through our whole curriculum. Reading and vocabulary development are the key drivers in our curriculum, as we believe these are both vital tools which enable all children to access a broad curriculum and develop the cultural capital needed to thrive and be successful.

The building blocks of our curriculum ensure that children are well equipped to prepare them for life in modern Britain, overcoming the contextual barriers to social mobility. Our children are provided with the opportunities to develop their communication and language skills and apply these to a variety of situations. Through the embodiment of our core values, the curriculum motivates and enables children to develop as curious and independent learners. They take an active role in leading the curriculum, engage in debate and memorable experiences and explore their further education options and career paths. Pupils are inspired to engage with their learning and be ambitious to achieve academic success.

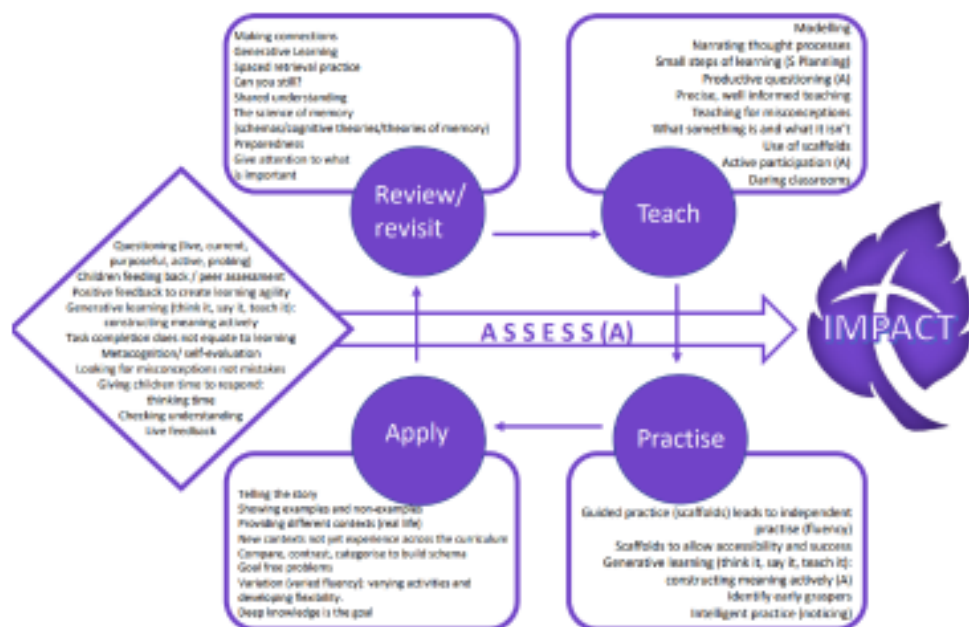
In English, we seek to inspire children to become fluent, confident readers whose love for literature will thread through into their adult lives. We strive through our language rich curriculum to empower children to interact with peers and adults in a confident, articulate way in order to prepare them for the next stage in their educational journey. By developing children's rich vocabulary, we aim to support our learners to flourish, create, innovate and achieve in a variety of ways, including the written form.

Our high-quality maths curriculum intends to engage all learners to enable them to develop the knowledge and skills required to succeed in life. Laughton endeavours to encourage a mastery approach to support learners to become ambitious, resilient and fluent mathematicians. All aspects of maths: fluency; reasoning and problem solving will be covered in a spiral curriculum which is designed to embed long-term understanding, through regular revisiting of prior learning.

In addition to this, our curriculum ensures that children have a good understanding of how to keep themselves safe. An understanding of how to stay safe in relationships, the community and online are key elements to prepare the children for their future. The curriculum promotes good emotional wellbeing, self-esteem and resilience. It develops pupils' understanding of how to look after their physical and mental health and supports children to regulate their emotions. The church, parents and local community are recognised as key partners in their children's learning, within the curriculum and the wider school experience.

The curriculum has been designed with the concept of memory in mind. We have incorporated a 'spiralised' curriculum where concepts are revisited to facilitate learning being transferred into the long-term memory. Concepts are consistently revisited and regularly reviewed with retrieval practice (both daily and spaced) being central to our curriculum. Content and concepts are revisited and built upon throughout subjects, academic years and year groups. The curriculum has been planned coherently to enable children to become experts in subject disciplines.

Our teachers focus on our Teach Simply model, devised together with the Trust. Phonics, talk, reading and vocabulary development are the key drivers in our curriculum, as we believe these are vital tools which enable all children to access a broad curriculum and develop the cultural capital needed to thrive and be successful.



4.2 Curriculum Implementation

Quality of Education: Curriculum Implementation:

Maths Curriculum Implementation:

As outlined in our Maths documentation, to ensure effective delivery of Laughton's Maths curriculum intent, the following approaches have been adopted:

- ❖ Across school we use a Mastery approach, utilising the White Rose Maths scheme and supplementing resources with NCETM spine documents, providing the opportunity for children to revisit prior learning. Teachers can then help children to build on this learning to help develop long term memory and conceptual understanding.
- ❖ To provide a curriculum which meets the needs of all pupils, learning is scaffolded through a concrete, pictorial and abstract process to enable pupils to be active participants in lessons. The curriculum has been designed to ensure that concepts are taught in depth to allow all children to secure a deep procedural and conceptual understanding.
- ❖ As fluency is the foundation of mathematical understanding, learning is revisited regularly through our spiral curriculum. We use TT Rockstars and our own Maths Passports to supplement discrete maths lessons and to encourage a desire in pupils to learn eagerly and take ownership of their individual fluency targets. Both these systems can be accessed at home and we encourage parents to engage in this aspect of their child's learning.
- ❖ Laughton has a calculation policy which embeds a consistent whole-school approach to teaching mental and written calculation methods for all four operations.
- ❖ Reasoning is a core aspect of the majority of maths lessons. Laughton operates a safe, shame-free classroom culture that encourages all children to test theories, have a go and evaluate answers. As such, teacher focus is on process and effort rather than answers.
- ❖ To enhance problem solving capabilities, we provide a varied diet of different problem-solving opportunities for children to access; thereby creating inquisitive, resilient learners with a strong mathematical mindset. We ensure that lessons are delivered in a coherent manner so learning is built on progressively through each maths unit taught. We then look to apply our maths learning through different areas of the curriculum so children know how and why maths is used in the outside world and in the workplace.
- ❖ We use Flashback 4 resources daily to ensure the children return to their learning daily, weekly, monthly and termly to ensure knowledge 'sticks' in the long term memory.
- ❖ In our Early Years, we have recently adopted the NumberBlocks programme which teaches the very basics of Maths and 'the oneness of one'. This ensures our children get the very best start in their Mathematical education.

English Curriculum Implementation:

To ensure effective delivery of Laughton All Saints' English curriculum intent, the following approaches have been adopted:

- ❖ Every teacher is an advocate for reading, and we strive to inspire children to become 'hooked on books' and to become confident and fluent.
- ❖ Reading and books are at the centre of our whole curriculum: reading drives and inspires our topics, visits, cross curricular opportunities and our writing. We use 'reading-into-writing' strategies in every year group and have carefully sequenced progression across the genres in our reading and writing curriculum. Our writing curriculum has been carefully designed in line with research, ensuring a mastery curriculum, build skills and knowledge in a coherent way.
- ❖ Every term, each class studies a core text which inspire the topic covered. We ensure texts are age appropriate and sufficiently challenging.
- ❖ We combine discreet teaching of reading, including teaching specific comprehension skills, with opportunities for children to practice reading and develop reading fluency and stamina. We have a two-weekly cycle for reading involving a week of Creative Comprehension and the use of the Cracking Comprehension scheme. This supports the development of higher order skills and the children's ability to apply learning to new texts.
- ❖ All staff are highly trained to deliver our Read-Write-Inc Phonics programme daily and the Headteacher leads Early Reading. Phonics lessons are an hour long and incorporate a range of skills, such as fluency, accuracy, writing and handwriting. Children who are still learning to crack the phonic code practise their reading using only decodable books.
- ❖ Teachers plan opportunities for children to develop their confidence when talking, including planning rich opportunities for vocabulary development, drama and debate.

The full, broad and balanced curriculum:

- To ensure all pupils access consistency, progression and coverage of the National Curriculum, we plan and teach discreet subject units across year groups for each term. This ensures that, when teaching mixed aged classes, learning is relevant, inspiring, progressive and builds on pupils' skills and knowledge. Substantive and disciplinary knowledge is explicitly identified and taught within the units, as well as Tier 2 and Tier 3 vocabulary. History, Geography, Art, DT, Computing and Science curriculums have all been created and designed by leaders at Laughton, with RE, PSHE, Music, PE and MFL being taught through a range of schemes. This ensures all subjects taught are high quality, research led and spiral in their implementation, support opportunities for revisit and spaced retrieval practice and supporting children to build a body of knowledge: leading to children 'knowing and remembering more'.
- Our curriculum is knowledge-led but also promotes mastery of skills. Learners develop detailed knowledge and skills across the curriculum and, as a result, achievement is improving. Our curriculum coverage includes age-appropriate teaching of Relationship and Sex Education, and in RE we use enquiry-based learning to stimulate debate across a carefully sequenced progression of lessons exploring 'Understanding Christianity'. Science and technology are key areas of learning that are promoted throughout each year group, as we are keen to ensure pupils are equipped with the skills they need to prepare them for work in the future. Our full, broad curriculum offer equips our children with the knowledge and cultural capital they need to succeed in life.
- Teachers have an increasing knowledge of the curriculum areas taught and use the curriculum documentation effectively to plan at medium and short term level. This ensures an increasingly progressive curriculum is taught and also supports workload and teacher wellbeing.

Quality of teaching

Monitoring of planning, book outcomes and observation in classrooms show that:

- Subject content is presented in a more systematic way and the sequence of learning is now secure in the vast majority of lessons.
- The level of pitch and challenge is appropriate overall and this is particularly improved for lower attaining pupils.
- Objectives are more precisely targeted and broken down into component parts. Children demonstrate a greater understanding of these as a result.
- Teachers are increasingly precise in their modelling, and in their explanations and exposition. Exemplary practice is increasingly evident in KS2.
- There is a secure understanding of how to support the majority of children to access the year group curriculum through a range of approaches to differentiation (scaffolding and use of concrete materials)
- There is increased opportunity for development of reasoning and problem solving. Misconceptions are now addressed in a more timely manner.

Assessment and feedback

Our approach to assessment has been significantly improved over the last two years. Key elements are outlined below:

- To ensure pupils achieve well, the school feeds back regularly both orally and when marking. There is an expectation that pupils will respond to marking and feedback quickly within lessons, so as to maximise progress and create opportunities for embedded learning. We combine formative assessment with high quality summative assessment, ensuring that children are well prepared for testing as we believe this prepares them for education in later years, including helping them prepare for success in secondary school.
- Summative assessment is completed termly and teachers make teacher assessments based on a wide range of evidence, including outcomes in writing used within moderation meetings, a termly standardised test (NTS) which has led to increasing accuracy within assessment.
- Teachers use question level analysis to plan well for next steps and a range of precise interventions are used as a result. Assessment at our school helps pupils to embed knowledge and use it fluently.
- Assessment outcomes are used by teachers and leaders within data meetings to discuss every individual child to ensure no child being left behind.

4.3 Curriculum Impact

Quality of Curriculum: Impact

- Standards significantly improved at KS2 in RWM at expected between 2018 and 2019, with outcomes at the expected standard raising from 42% RWM to 92% RWM. This was significantly above the national at 64%.
- In 2022, following a break in statutory assessments, school achieved outcomes above national figures in all subjects, including RWM combined. 66% of KS2 children achieved the expected standard in RWM, compared to 59% nationally. This reflects good impact of the curriculum.

All Pupils Attainment

Key Stage 2	Working at the Expected Standard		Working at Greater Depth within the Expected Standard		Average Scaled Score	
	School	National	School	National	School	National
Reading	83%	74%	17%	27.7%	102	104.8
Writing	75%	69%	33%	12.8%		
Mathematics	75%	71%	25%	22.4%	103	103.8
GPS	66%	72%	17%	28.2%	104	105
R, W & M	66%	59%	17%	7.2%		

Impact on current pupils: assessment data and work across the curriculum is of good quality:

- Outcomes in books and other work are now increasingly good overall, evidencing good progress against the curriculum. Pupils are now much prouder of their work. This is a view evidenced by work sampling and through external validation (Recent reviews by DSAT). There is an increasing range of opportunities to record learning and the outcomes show increasing accuracy and fluency. Outcomes show higher expectations of children and show achievement in line with the expected standard for the year group. Productivity is high and work is increasingly well matched to the curriculum. There is evidence of children responding well to the challenges presented. Presentation overall is now mostly good. The learning in demonstrates a good sequence in learning overall.
- The overwhelming majority of pupils are fully engaged in our curriculum. As well as core subjects, pupils have clearly grown in their knowledge and understanding in Foundation subjects, particularly History, Geography and Science. This reflects the more careful sequencing of all aspects of the curriculum, with pupils' understanding being paramount.

5. Behaviour and Attitudes

Behaviour and Attitudes

Behaviour is good because:

- The vast majority of pupils display a thirst for knowledge and a love of learning with attitudes of learning at a high standard.
- Pupil's behaviour is good and they are committed to learning: this is evidenced from lesson observations, observation of behaviour around school and from Trust termly visits.
- A small number of children have additional challenges with SEMH needs but these behaviours are managed effectively by class based staff, the learning mentor and senior leaders. Where pupils have significant SEMH need, they are well cared for and treated with dignity and respect. Staff are highly skilled and trained to support them with their anxieties, and, as a result of the care given, they continue to access first quality teaching at all times and succeed.
- Pupils increasingly know how to study effectively and are developing stronger evaluative skills and resilience.
- A positive climate for learning is maintained through the skilled and consistent behaviour management of staff.
- The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high-profile anti bullying strategies including anti-bullying week. Incidents of bullying, aggression, discrimination and derogatory language are not tolerated and are responded to robustly.
- The school are successfully implementing the Jigsaw programme to support behaviours and attitudes and uses collective worship and the curriculum to develop behaviours in line with our strong Christian ethos.
- Pupils' good conduct and behaviour reflect the school's efforts to promote high standards.
- Pupils learn to be 'ready, respectful and safe' at all times. They trust adults in school and as a result safety and safeguarding is excellent.
- Behaviour incidents and formal suspensions are monitored termly and reported to Governors. Suspensions are used appropriately and as part of a package, with support for pupils on reintegration to meet the school's high expectations. This ensures all children feel safe and included in a learning environment which is conducive to achievement for all.
- Relationships between pupils and staff are strong and reflect our positive and respectful culture.

Attendance

- The vast majority of children have a very positive approach to school and attend well, with attendance being 93% in 2021-22. Covid absences were significant during the previous year, with 627 sessions being lost (equivalent to 313.5 days) across school during 2021-22.
- Our attendance remains higher than the national picture of 86.9%.

6. Personal Development

Personal Development

- The school caters very well for pupils' personal development and mental health, and is particularly aware of the impact of the pandemic on many of our children. We provide a tiered response to meeting the personal development needs of our children, providing increasing quality provision for all children through the delivery of our PSHE and RSHE curriculum and wellbeing support at a high standard for those pupils who most need it, including for disadvantaged pupils.
- All staff focus on developing children's character, including promoting resilience, confidence, courage and independence within teaching and across the school day.
- Children are encouraged to participate in active lifestyles and to keep themselves healthy. Sports funding is used well to encourage participation in sport throughout the school day and after school. The recent introduction of the outdoor playground equipment is supporting this and a range of extra-curricular activities have been reintroduced across school. School employs 2 sports coaches – one to work alongside teachers and coach them for their professional development and another for working directly with the children during lunchtimes.

- 4 The school promotes equality, diversity and British values throughout the curriculum and provides meaningful opportunities to engage with views, beliefs and opinions that may be different to their own. Our curriculum is increasingly addressing the different protected characteristics which has increased respect and decreased any incidents of discrimination. When these occur, they are dealt with robustly and developmentally. We do this in the following ways:
- Democracy:** Pupil voice is high on our agenda as a school and children have many opportunities for their voices to be heard. In the Pupil Leadership Group, the pupils are able to feedback regularly to the Head Boy or Girl of their house. In addition, all children have the opportunity to talk to senior staff on a regular basis and use these occasions to share their views. Democracy is explained in assembly and the children are encouraged to follow the news in relation to voting, with children given opportunities to debate the issues currently being addressed. The children vote for their peers to form part of the Pupil Leadership Group.
- The Rule of Law:** The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind law enforcement, that they govern and protect us, and the responsibilities that these involve and the consequences that can occur when laws are broken. Visits from authorities such as the Police; Fire Service; Ambulance staff etc. help to reinforce this message. In Y6 pupils visit annually the police education programme (Crucial Crew), where such values are reinforced and explained.
- Individual Liberty:** Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices, whether through choice of challenge, how they record their work, or their individual participation in our numerous extra-curricular clubs and opportunities.
- Mutual Respect:** Assemblies regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. When a child does something well their achievement is celebrated in a weekly 'Celebration Assembly'. Part of our school ethos revolves around core values including respect and pupils have been part of discussions and assemblies related to what this means and how it is shown. These ideas are reiterated through the school and classroom rules, as well as our behaviour policy. Additional support is given to individual children to help develop self-esteem and the concept of respect.
- Tolerance of those of Different Faiths and Beliefs:**
This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. We have visits from local clergy as well as church members. We value first hand experiences and as a result we seek to build tolerance and respect of different faiths and beliefs through the study of a variety of faith buildings. We use assemblies to explore and understand the similarities between religions. Curriculum topics include learning about and, most importantly, *from* other faiths and misconceptions between religions are addressed as well as prejudices that have been expressed by the community. Assemblies and discussions involving prejudices and prejudice-based bullying are regularly held. We follow 'Understanding Christianity' units to enhance our teaching.

7. Leadership and Management

Leadership and Management

- Leadership and management is strong and have developed an ambitious and inclusive vision for the school. There is a small senior leadership team and therefore leadership is distributed and leadership of the curriculum has been strengthened significantly.
- Leaders ensure that the curriculum is progressive throughout school and that all pupils have access to a broad, full curriculum. They check curriculum content and coverage regularly to ensure knowledge and skills are built upon as each child journeys through school.
- Leaders have due concern for teachers' workloads and ensure that appropriate, high quality teaching resources are available to enable teachers to work efficiently and smartly. This includes using high quality assessment tools which use technology to undertake question level analysis and accurately ascertain individual pupil's learning needs. Leaders prioritise the well-being and happiness of staff, executing various strategies to support them further.

- There is a strong focus on developing teachers rather than on simply engaging in performance management: leaders recruit according to learning agility and work alongside staff to develop teaching. In its drive for excellence, leadership promotes the school's pedagogy at all times (Teach Simply model)
- There is a refusal to accept that children should receive anything less than very good provision. Rigorous self-evaluation at all levels ensures that any weaknesses are rapidly identified, and proactive systems and procedures put in place to ensure that achievement is accelerated.
- Subject leaders are increasingly knowledgeable of standards in their subject areas and of strengths and areas for development.
- Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision.
- Leadership is ambitious, tightly focused and resilient: it does not allow complacency to set in.
- The Academy Trust and the Local Governing Body are well informed and are proactive in ensuring standards are raised. They directly contribute to the improving provision. The Trust provide significant support and challenge and influence the professional development of all staff positively, through termly visits, networking opportunities, through the ECT programme, professional conferences, subject Hubs, a culture of professional generosity and use of Lead Practitioners (Trust approach to SLEs.)

IDSR - Reading

Reading

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in reading in 2022.*
- ▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)
- ▶ [Guidance](#)

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2022.*
- ▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2022.*
- ▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022. There were 4 pupil(s) that were screened in Year 2 in 2022; 1 of those met the expected standard.*

Writing

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in writing in 2022.*
- ▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)
- ▶ [Guidance](#)

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard and greater depth in writing in 2022.*
- ▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2022.*

Mathematics

Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in mathematics in 2022.*
- ▶ [Progress at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)
- ▶ [Guidance](#)

Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2022.*
- ▶ [Attainment at key stage 2 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2022.*
- ▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)
- ▶ [Guidance](#)

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Other attainment measures

Attainment at key stage 2 - 2022

- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2022.*
- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2022.*
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*