



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Old Mill Primary School



Core Strategic Plan 2024/2025

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|----------------------|--------------------|
| Received by LGB | 2nd September 2024 |
| Received by Trustees | September 2024 |

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Symphony Learning Trust Key Objectives

| Object Focus | Ref: | Outcomes | 2024-2025 | 2025-2026 | 2026-2027 |
|---|------|---|--------------------|-----------|--------------------|
| 1. Leadership and Management | 1a | Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment | Embed | Embed | Review / Implement |
| | 1b | Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice' | Embed | Embed | Review / Implement |
| | 1c | Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools | Embed | Embed | Review / Implement |
| 2. Teaching, Learning and Assessment | 2a | Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward | Embed | Embed | Review / Implement |
| | 2b | Develop projects to improve pedagogy across the MAT | Embed | Embed | Review / Implement |
| | 2c | Develop and implement systems of cross-MAT moderation and quality assurance | Embed | Embed | Review / Implement |
| 3. Behaviour, Safety and Welfare of Pupils (including mental health) | 3a | Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools | Embed | Embed | Review / Implement |
| | 3b | Implement the highest expectations of Behaviour for Learning in all classes | Embed | Embed | Embed |
| | 3c | Embed a strong ethos in each school by promoting British Values and global citizenship | Embed | Embed | Embed |
| | 3d | Develop systems for schools in supporting children's mental health and well-being | Review / Implement | Embed | Embed |
| 4. Outcomes for Pupils and groups | 4a | Year 6 – above national average for progress and for standards in all schools | Embed | Embed | Embed |
| | 4b | Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence | Embed | Embed | Embed |
| | 4c | Outcomes for disadvantaged groups above national to help close the gap | Review / Implement | Embed | Embed |
| 5.Outward Looking and Growth | 5a | To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils | Review / Implement | Embed | Embed |
| | 5b | Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust | Embed | Embed | Review / Implement |
| | 5c | Develop and Implement an appropriate professional development curriculum for staff | Embed | Embed | Embed |
| | 5d | Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways) | Review / Implement | Embed | Embed |
| | 5e | Implement School to School Support where needed | Embed | Embed | Embed |

Leadership Team

| Alison Smith Stewart Headteacher | Sophie Foster Deputy Headteacher | Amy Howlett Assistant Headteacher | Donna Hughes Business Manager |
|--|--|--|---|
| <ul style="list-style-type: none"> • Standards and Progress • Teaching and Learning • Curriculum lead • Performance Management • Assessment lead • Attendance • Self-Evaluation • Induction tutor • CPD | <ul style="list-style-type: none"> • Quality First Teaching lead • Writing lead • ECT lead • OMSA liaison • CPD • Pupil Premium Lead | <ul style="list-style-type: none"> • Mental Health and Wellbeing Lead • SEND/SENCo • Behaviour lead • EHCP provision • ELSA provision • Line manager - 1:1/SEN staff | <ul style="list-style-type: none"> • Finance • Premises • HR • Procurement • Health and safety |
| Zoe Bodman EYFS Leader | Simon Toole Curriculum Lead | Sarah Vaughan Assistant SENCo | Rosie Gillett Intervention Lead and SLT Support |
| <ul style="list-style-type: none"> • EYFS standards and progress • Line manager – EYFS staff • Work placements | <ul style="list-style-type: none"> • Curriculum coverage • CPD for Subject Leaders • Quality Assurance of Wider Curriculum | <ul style="list-style-type: none"> • SEN SMART targets • SEN Intervention • Quality Assurance of targets and intervention for SEN | <ul style="list-style-type: none"> • Maths • Intervention lead • Leadership support |

| Subject Responsibilities | | |
|---------------------------------|------------------------------|--------------------------------------|
| Subject / area | Staff name | Governor link (if applicable) |
| EYFS | Zoe Bodman | Carly McBride |
| Maths | Rosie Gillett | - |
| Reading | Simon Toole | Michelle Olorunnipa |
| Writing | Sophie Foster | Michelle Olorunnipa |
| Science | Rachel Blount | Michelle Olorunnipa |
| Phonics | Helen Sampson | Michelle Olorunnipa |
| Computing and E-Safety | Keith Butler | - |
| Music | Chloe Dexter | Michelle Olorunnipa |
| History | Simon Toole | Charlie Smith |
| Geography and Eco Leader | Eve Birt | Charlie Smith |
| Art and Design | Kirsty Smith | Carly McBride |
| Design and Technology | Anastazia Hadjiyiakoumi | Carly McBride |
| RE | Cain Ahmed | - |
| PSHE and RSE | Jo Lacey | - |
| MFL - French | Izzy Blick | Charlie Smith |
| PE including swimming | Paul Butler | Zoe Bodman |
| School Council | Simon Toole and Chloe Dexter | - |
| Awards | SLT | - |
| Work Placements | Zoe Bodman | - |
| ITT | Rosie Gillett | - |

Long Term Development Plan

| Focus Area | 2024/2025 | 2025/2026 | 2026/2027 |
|--|---|---|---|
| 1. Leadership and management (including governance) | <ul style="list-style-type: none"> The school website meets all statutory requirements All data protection duties are followed The governing body ensure that all statutory duties are met for the year | <ul style="list-style-type: none"> The school website meets all statutory requirements All data protection duties are followed The governing body ensure that all statutory duties are met for the year | <ul style="list-style-type: none"> School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year |
| 2. Teaching and Learning | <ul style="list-style-type: none"> Quality of Learning judgements 100% good or better Feedforward supporting progress in Maths, Reading, Writing and Science | <ul style="list-style-type: none"> Quality of Learning judgements 100% good or better Feedforward supporting progress in Maths, Reading, Writing and Science | <ul style="list-style-type: none"> Quality of Learning judgements 100% good or better Feedforward supporting progress in Maths, Reading, Writing and Science |
| 3. Standards in Core subjects | <ul style="list-style-type: none"> End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to at least match national average KS2 combined to be at least above national average KS2 progress above +0.8 in R,W,M Phonics screening to be above national average | <ul style="list-style-type: none"> End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be above national average KS2 combined to be at least above national average KS2 progress above +1.2 in R,W,M Phonics screening to be above national average | <ul style="list-style-type: none"> End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths. GDS to be above national average KS2 combined to be at least above national average KS2 progress above +1.5 in R,W,M Phonics screening to be above national average |
| 4. Standards in other subjects | <ul style="list-style-type: none"> At least 82% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects | <ul style="list-style-type: none"> At least 84% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects | <ul style="list-style-type: none"> At least 86% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects |
| 5. Standards in EYFS | <ul style="list-style-type: none"> Good Level of Development to be above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs | <ul style="list-style-type: none"> Good Level of Development to be above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs | <ul style="list-style-type: none"> Good Level of Development to be above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs |

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|--|--|---|---|
| 6. Progress of different groups of learners | <ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school Pupils with SEND achieve at least 2 small step targets termly | <ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school Pupils with SEND achieve at least 2 small step targets termly | <ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school Pupils with SEND achieve at least 2 small step targets termly |
| 7. Behaviour | <ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 100% quality assurance activities | <ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 100% quality assurance activities | <ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 100% quality assurance activities |
| 8. Attendance | <ul style="list-style-type: none"> Average attendance of all pupils at least 96.0% Average attendance of disadvantaged is at least 95.0% | <ul style="list-style-type: none"> Average attendance of all pupils at least 96.5% Average attendance of disadvantaged is at least 95.5% | <ul style="list-style-type: none"> Average attendance of all pupils at least 96.5% Average attendance of disadvantaged is at least 96% |
| 9. Inclusion | <ul style="list-style-type: none"> The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 | <ul style="list-style-type: none"> The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 | <ul style="list-style-type: none"> The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 |
| 10. Safeguarding | <ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties | <ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties | <ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties |
| 11. Health | <ul style="list-style-type: none"> Review Happy Lunchtimes to promote inclusion and positive relationships Continue HLC 2 hours per week of quality PE lessons Continue to promote physical activity Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 In school ELSA trained to support pupil' mental health Mental Health Lead trained | <ul style="list-style-type: none"> Review Happy Lunchtimes to promote inclusion and positive relationships Continue HLC 2 hours per week of quality PE lessons Continue to promote physical activity Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 Expanded pastoral team to support with SEMH and behaviour | <ul style="list-style-type: none"> Review Happy Lunchtimes to promote inclusion and positive relationships Continue HLC 2 hours per week of quality PE lessons Continue to promote physical activity Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 Expanded pastoral team to support with SEMH and behaviour |

| | | | |
|--|---|---|---|
| 12. Parents and the Wider Community | <ul style="list-style-type: none"> • 100% of parents have downloaded the Old Mill app • At least 90% or parents will attend parents' progress meetings • At least 90% of disadvantaged families will attend parents' evenings • Parents invited to a performance/assembly once per year • Regular visitors from to lead assemblies • Develop further links with the local community • OMSA to organise and run at least 4 events during the year • The school takes part in at least 3 visits in the local community • Parent volunteers engaged to support learning • Engage local police officers to support BV links | <ul style="list-style-type: none"> • 100% of parents have downloaded the Old Mill app • At least 95% or parents will attend parents' progress meetings • At least 95% of disadvantaged families will attend parents' evenings • Parents invited to a performance/assembly once per year • Regular visitors to lead assemblies • Develop further links with the local community • OMSA to organise and run at least 4 events during the year • The school takes part in at least 3 visits in the local community • Parent volunteers engaged to support learning • Maintain local police officer links | <ul style="list-style-type: none"> • 100% of parents have downloaded the Old Mill app • At least 95% or parents will attend parents' progress meetings • At least 95% of disadvantaged families will attend parents' evenings • Parents invited to a performance/assembly once per year • Regular visitors to lead assemblies • Develop further links with the local community • OMSA to organise and run at least 5 events during the year • The school takes part in at least 3 visits in the local community • Parent volunteers engaged to support learning • Maintain local police officer links |
| 13. British Values | <ul style="list-style-type: none"> • Each class to have a School Council member and Eco Warrior representative voted for by the class. • Governors' awards • Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values • Engage local police officers to support BV links | <ul style="list-style-type: none"> • Each class to have a School Council member and Eco Warrior representative voted for by the class. • Governors' awards • Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values • Maintain engagement with local police | <ul style="list-style-type: none"> • Each class to have a School Council member and Eco Warrior representative voted for by the class. • Governors' awards • Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values • Maintain engagement with local police |
| 14. Staff CPD | <ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD | <ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD | <ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD |

Review of Priorities for 2023/24

| What did we want to improve? | What did success look like and what was its impact? | Next Steps? |
|--|---|---|
| Priority 1 Curriculum | <ul style="list-style-type: none"> ● Staff understand core knowledge and skills for their subject following CPD with Emma Turner ● PE, History, RE, Geography, Science and Writing revised and mapped out – coverage and progression clear ● Time allocations and documentation reviewed | <ul style="list-style-type: none"> ● New Reading curriculum implementation ● Key documentation for all subjects finalised ● MFL, Art and DT Curriculums redesigned and ready for September implementation |
| Priority 2 Behaviour | <ul style="list-style-type: none"> ● Behaviour management more consistent – pupils clear on expected behaviour ● Language is more consistent across the school (adults and pupils) ● Pupils clear on consequences of showing unexpected behaviour ● Extreme behaviour less impactful – less suspensions ● Zones of regulation has had impact on key children | <ul style="list-style-type: none"> ● Embedding four rules across the school – adults and behaviours ● Zones of Regulation across whole school |
| Priority 3 Writing | <ul style="list-style-type: none"> ● Staff feel more confident delivering English lessons using 'The Write Stuff' resources. ● Pupils enjoy the independent write section ● Revised approach to KS1 has been successful – freedom to adapt | <ul style="list-style-type: none"> ● Continued focus on 'deepening the moment' to achieve GDS ● Making units more concise to allow for more coverage and progression ● Implementation of discrete grammar teaching |

Headline Results July 2024

| Key | Below NA | Approx at NA | Above NA | |
|--|----------|-------------------------------------|---------------------------|------------------|
| GLD (see cohort details for reasons for below % GLD) | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) |
| | 83% | +6% | 68% | +15% |
| Phonics screening y1 | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) |
| | 86% | +3% | 80% | +6% |

KS2

| | | | | | | | |
|------------------------------------|---------------|--------|-------------------------------------|---------------------------|------------------|------------------------|---|
| KS2 SATs Reading | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | Av scaled score 105 | Difference from previous year (+/-) 0 |
| | EXP and ab | 80% | -3% | 74% | +6% | | |
| | Greater depth | 20% | -11% | 29% | -9% | | |
| KS2 SATs Writing | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | Av scaled score | Difference from previous year (+/-) |
| | EXP and ab | 82% | +1% | 72% | +10% | | |
| | Greater depth | 13% | +1% | 13% | 0% | | |
| KS2 SATs Maths | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | Av scaled score 103 | Difference from previous year (+/-) -2 |
| | EXP and ab | 78% | -3% | 73% | +5% | | |
| | Greater depth | 19% | -7% | 24% | -5% | | |
| KS2 SATs GAPS | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | Av scaled score 103 | Difference from previous year (+/-) -1 |
| | EXP and ab | 75% | +1% | 72% | +3% | | |
| | Greater depth | 13% | +6% | 32% | -19% | | |
| KS2 SATs Combined | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | | |
| | EXP and ab | 68% | -4% | 61% | +7% | | |
| | Greater depth | 7% | 0% | 8% | -1% | | |

Key Priorities for 2024/25

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|-------------------|----------------|------------------|----------------------|
| Priority 1 | Phonics | Leader(s) | Helen Sampson |
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|--------------------|--------------------|--------------------|----------------------|-------------------------|-----------------------|
| Start Date: | August 2024 | Mid-Review: | February 2025 | Evaluation Date: | June/July 2025 |
|--------------------|--------------------|--------------------|----------------------|-------------------------|-----------------------|

What needs to change? What is the problem we are trying to address, from the perspective of:

| Teachers: | Pupils: | Attainment: |
|--|---|---|
| <ul style="list-style-type: none"> All staff in school need upskilling in Phonics knowledge Teaching needs to be consistent and high quality first provision Staff need periodic coaching to ensure knowledge is up to date | <ul style="list-style-type: none"> Pupils are not all supported at home with reading Not all pupils are passing the Phonics screening Bottom 20% not passing Phonics Screening Some pupils do not pass the Phonics Screening in Y2 after intervention | <ul style="list-style-type: none"> Current attainment in Phonics is under 95% Tracking progress of bottom 20% |

| What we plan to do | Research links where relevant | Implementation Activities | Targeted Pupil Outcomes |
|-----------------------------------|--|--|---|
| Phonics training | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | RWI training for all staff in August 2024; Specific follow-up CPD for phonics read; Access to RWI Portal for Phonics Lead | +8% above National Average for 2025 Phonics Screening |
| Coaching of staff | | Dedicated leadership time for coaching, assessment, planning intervention | QFT in phonics from all trained staff |
| Intervention (FS to Y3) | | Phonics Leader plans targeted intervention for key pupils; disseminates and quality assures across school | Bottom 20% of pupils improve their score in the Phonics screening between Y1 and Y2 Bottom 20% of pupils show increased fluency in their reading of a text |
| Phonics/Early Reading SEN Targets | | SEN targets focused on Phonics and Early Reading; monitored by Phonics lead and Assistant SENCo; Support staff time dedicated to Phonics and Reading | SEN pupils targets prioritised by Reading and Phonics |
| 'Stream' Phonics across KS1 | | Phonics groups streamed across Y1 and Y2 to ensure fast-paced progression | Pupils in KS1 all pass Phonics Screening by end of Y2 |

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| Activity | Time out of classroom for leader | CPD + Portal |
| Cost | £4,500 | £4,500 |

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| Priority 2 | Reading | Leader(s) | Simon Toole |
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|--------------------|--------------------|--------------------|----------------------|-------------------------|------------------|
| Start Date: | August 2024 | Mid-Review: | February 2025 | Evaluation Date: | July 2025 |
|--------------------|--------------------|--------------------|----------------------|-------------------------|------------------|

What needs to change? What is the problem we are trying to address, from the perspective of:

| Teachers: | Pupils: | Attainment: |
|--|--|--|
| <ul style="list-style-type: none"> Teachers know that 'reading is at the heart of our school' Teachers approach to teaching needs to change as we move away from the 'RIC' style approach Teachers need to be more proactive in terms of reading literature for pupils in their year group to promote reading for pleasure Teachers need to be skilled in the metacognition of 'being a reader' for pupils | <ul style="list-style-type: none"> Pupils believe that 'reading is the heart of our school' Pupils need more exposure to a wide range of texts in both the Reading curriculum and the wider curriculum Pupils reading for pleasure needs to be promoted | <ul style="list-style-type: none"> Star Reader Assessments and AR quizzes need more rigorous monitoring |

| What we plan to do | Research links where relevant | Implementation Activities | Targeted Pupil Outcomes |
|--|---|---|--|
| Revise Reading Curriculum in light of Reading Framework 2023 | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | Staff training on revised model of teaching reading; Coaching of staff; Team Teaching; Staff Meetings; QA | 10%+ above NA Reading KS2 2025 SATs 85%+ EXS NTS Reading Y2-5 |
| Book audit and re-stock across the school ensuring a wide range of high quality texts, including diversity and inclusion | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | Parental voluntary contributions for new books; Book audit and distribution of books; Investment in new books including ones which are inclusive and diverse | |
| Re-structure and display classroom libraries to have maximum impact: appeal, level, genre etc | https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf | Leaders set standards for classroom book organisation; Staff meeting time for teachers organise book areas; Introduction to pupils | Books are more accessible to pupils Increased confidence in selecting a book Improved attitude to reading |
| Improve pupils attitudes to reading (for pleasure) | | Weekly book club (in class); Weekly reading assembly (whole school); Reading displays for each year group; Promotion of new texts; Newsletter promotion; Reading linked awards; Timetabled reading session x4 a week by teachers who are passionate about what they are reading | Improved attitude to reading 'Buzz' in school around reading Increased reading for pleasure Attainment increase |
| Teachers ensure pupils have a reading book (levelled) <u>and</u> a reading for pleasure book (library) | | Reading books are monitored and should match level on Accelerated Reader through to teacher led 1:1 reading time; Books are re-structured so that children can choose for pleasure; Books linked to wider curriculum available | Pupils are on track for attainment (levelled book) Pupils continue to develop love for reading |

| | | | |
|-------------------|----------------|------------------|--------------------|
| Priority 2 | Reading | Leader(s) | Simon Toole |
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|--|--------------------|---|----------------------|--|------------------|
| Start Date: | August 2024 | Mid-Review: | February 2025 | Evaluation Date: | July 2025 |
| Fluency focus Y3/4 Discussion/Comparison focus Y5/6 | | Reading and Wider Curriculum leaders CPD for staff on opportunities for fluency practice across the curriculum; Types of questioning in Y5/6 to encourage discussion and comparison | | Pupils in Y3 and 4 develop excellent fluency in reading Pupils in Y5 and 6 can discuss and compare books / texts and apply high order thinking in Reading | |
| Reading intervention Y4-6 | | Implement 'Top Triangle Reading': Staff training; Identification of pupils; Baseline assessment; SEN targets for Reading | | All pupils can read for purpose SEN pupils targets prioritised by Reading | |

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|-----------------|---|-----------------------|-----------------------------------|
| Activity | CPD | Monitoring | CPD + Time out of class for staff |
| Cost | £0 (Teacher Day and Staff Meeting time) | Leadership time £2000 | HLTA cover £500 |

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| Priority 3 | Social, Emotional and Mental Health | Leader(s) | Amy Howlett |
|-------------------|--|------------------|--------------------|

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|--------------------|--------------------|--------------------|----------------------|-------------------------|------------------|
| Start Date: | August 2024 | Mid-Review: | February 2025 | Evaluation Date: | July 2025 |
|--------------------|--------------------|--------------------|----------------------|-------------------------|------------------|

What needs to change? What is the problem we are trying to address, from the perspective of:

| Teachers: | Pupils: | Attainment: |
|---|--|---|
| <ul style="list-style-type: none"> • SEMH and emotions are not part of the 'culture' of lessons and learning; This can impact outcomes • No whole school approach to SEMH and emotions • Trauma informed practice needs higher profile | <ul style="list-style-type: none"> • Pupil Voice not heard enough • Wellbeing Ambassadors take more of a leading role / raise profile of the role • Pupils need to learn to identify emotions more easily and be ready to learn | <ul style="list-style-type: none"> • Readiness to learn is impacted by SEMH and emotions |

| What we plan to do | Research links where relevant | Implementation Activities | Targeted Pupil Outcomes |
|---|---|---|--|
| Senior Mental Health Lead Training | https://zonesofregulation.com/ | Training for Senior Lead | Strategies to support pupils are cascaded and embedded over time which impact positively on pupil outcomes |
| Zones of Regulation for the whole school | | Training for staff; Delivery of program to children; Displays and resources; Whole school approach and language | Pupils outcomes are improved as pupils are ready to learn |
| Raise profile of Pupil Voice | | Utilise School Council; Wellbeing Ambassadors Voice; More opportunities to hear Pupil Voice | Pupil Voice contributes to school life and policy development |
| Further raise profile of mental health and wellbeing for pupils | | In liaison with Sport + PSHE lead plan 2-3 wellbeing events for pupils; Wellbeing Ambassadors lead events | Pupils feel supported Mental health for all is promoted Attendance is improved Reduction in Behaviour issues Happy, confident and resilient children |
| Partnership for Inclusion of Neurodiversity in Schools | | Take part in Pilot project | TBC |

| | | | |
|-----------------|--------------------|------------------|----------------------|
| Activity | SMHL course | Time with pupils | CPD |
| Cost | £0 (funded by DfE) | £0 | £0 Twilight sessions |

Staff Professional Development Plan (CPD)

| Whole school priority link | What needs to be achieved? | How (training, by whom?) | What will success look like and what will be its impact ? | Cost (if applicable) | Who will monitor its impact and to whom will this be reported to? |
|-----------------------------------|---|---|--|---|---|
| Priority 1 | Whole staff training Coaching of staff teaching Phonics | Read, Write, Inc Phonics Leader -Helen Sampson | All phonics teaching is of high standards leading to increased pass rates of Phonics screening | £8000 | Phonics Leader SLT To LGB/Trust |
| Priority 2 | Teachers in Y2-5 confident to implement new Reading curriculum | Training in-house by Reading lead Simon Toole (supported by Sophie Foster) | Teaching of Reading is high quality Pupils read for purpose and Pleasure Reading standards increased | Teacher Day Time Staff Meeting Time Leadership QA time | Reading Leader SLT To LGB/Trust |
| Priority 3 | Whole Staff Training - Zones of Regulation Senior Leader to hold Mental health Lead training | Training in-house by SENCo Amy Howlett Thrive SLMH award for Amy Howlett | Zones of Regulation being used across the school in classes by all staff Mental Health Lead trained in school | N/A | Pastoral AHT Assistant SENCo To LGB / Trust |
| Other headline CPD | Annual Safeguarding Update | Whole School CPD by DSL | Staff knowledge and skills updated to ensure Safeguarding practice remains 'robust' | N/A | SLT To LGB / Trust |
| | EpiPen and First Aid Training | DH to organise based on training timetables National College Training | All relevant staff hold up to date First Aid and Epi-pen training | N/A | SLT To LGB / Trust |
| | Intervention Training | Sp and Lang Training - TA Top Triangle Reading Intervention - TA | Interventions for pupils have impact | £200 | SLT To LGB / Trust |

LGB Formal Monitoring Visits 2024-25

| Term | Area | Monitoring Activities | Date / Time | Monitoring by who | School Representative | Governor Representative |
|------------------|----------------------|---|-----------------------------|-------------------|------------------------------------|--------------------------|
| Autumn Term 2024 | Inclusion | Pupil Premium Review | Autumn 2 | LGB | HT + PP leader | Pupil Premium Governor |
| | Curriculum | Phonics | Autumn 2 | LGB | HT + Phonics lead | Phonics Governor |
| | EYFS | EYFS visit | Autumn 2 | LGB | HT + EYFS leader | EYFS Governor |
| | Safeguarding | SCR check and sign | After LGB meeting | LGB | HT + SBM | Safeguarding Governor |
| Spring Term 2025 | Safeguarding | Annual Safeguarding Visit (to include pupil interviews) | TBC Spring Term 1 (January) | LGB | HT + SBM | Safeguarding Governor |
| | Curriculum | Reading | Spring 1 | LGB | HT + Reading leader | Reading Governor |
| | Personal development | Mental Health and Wellbeing | Spring 2 | LGB | PE lead + Pastoral AHT + PSHE lead | Wellbeing Governor |
| | Safeguarding | SCR check and sign | After LGB meeting | LGB | HT + SBM | Safeguarding Governor |
| Summer Term 2025 | Health and Safety | Annual H&S Inspection | May 2025 TBC 1 – 3pm | LGB | Premises Officer + SBM | Health & Safety Governor |
| | Curriculum | Science | Summer 1 | LGB | HT + Science lead | Science Governor |
| | SEN | Annual SEND review | Summer 1 | LGB | SENCo + Ass SENCo | SEND Governor |
| | Safeguarding | SCR check and sign | After LGB meeting | LGB | SBM | Safeguarding Governor |

Subject Visits: subject Governors to meet with respective leaders during Spring term 2025 – informal 'check in' not full monitoring visit.

Old Mill Policy Review Cycle 2024-25

| Policies for Annual Review | | |
|--|---|--------------------------------|
| <p>Autumn Term 2024 SEND Policy 2024 (and local offer annual review) AH Safeguarding 2024 (annual review) AS-S Fire Procedures 2024-25 (annual review) DH Behaviour policy - annual update AH Attendance Policy AS-S</p> <p>Accessibility Plan Sept 24 (DH) Asbestos (LAMP) Nov 24 (DH)</p> | <p>Spring Term 2025 RE and Collective Worship (CA) Asthma Policy Jan 25 (DH)</p> | <p>Summer Term 2025</p> |

Governance Review, Development and Monitoring Plans

| What do we want to improve? | How will we go about it? | When will it happen and be completed? | What will success look like / what is the impact ? |
|---|---|---|---|
| Continue to strengthen links with subject leaders and staff as a whole. | <p>Introduction email to subject link teacher/staff member in Autumn 1, advising what type of visit is due this year and when will be in touch to arrange.</p> <p>Email sent to all staff at the start of term introducing the governing board.</p> <p>Conduct one visit per subject each academic year (full monitoring visit for those subjects mentioned in above table, informal visit for all others).</p> | <p>Autumn 1</p> <p>Autumn 1</p> <p>Full monitoring visits as per schedule above, with informal visits taking place in Spring term</p> | <p>Governors will have clear and up to date knowledge of the subjects they're linked with and the strengths/challenges in the subject area.</p> <p>Staff will know that governors are interested in what goes on in the school.</p> <p>Enhanced positive relationship between school staff and governors.</p> |
| Develop governor training. | Create a list of priority training modules on National College for governors to complete when able. | Ongoing throughout academic year | More training completed and skills of the board developed. |
| Recruit new governors. | School Ping with advert to attract potential parent governors. | <p>Autumn 1</p> <p>Earliest opportunity</p> | More governors on LGB. Individual governors needing to cover fewer areas. More skills and expertise covered/fewer skill gaps. |