To raise progress and attainment in English and Mathematics across KS1 and KS2 for all pupils and standards in the prime and specific areas in EYFS (Early Years)

- Mastering Number has been implemented with great success. 100% of children in Year 1 and Year 2 made the expected amount of progress from their starting points. It is a wonderful programme of daily maths teaching, in addition to the normal timetable, that is laying secure foundations in the fundemental concepts of number helping children to make strong progress across EYFS and Key Stage 1.
- Talk Maths and Times Table morning routines have boosted progress across KS2 with between **60% and 76% of children exceeding the expected progress of 3 bands.**
- CPD (Continued professional development/training) for staff in the teaching and learning of mathematics has been plentiful including mixed-age teaching refresher training, deepening mastery, calculation, mastering number and teaching numeracy in the EYFS.
- The school has continued its partnership with Kings North Literacy Hub for Early Reading and Phonics leadership and progress is rapid with the school being asked to host teachers to observe our staff teaching Little Wandle – what a well-deserved compliment for our team. **90% of our Year 1 children passed their Phonic Check and 100% of our Year 2 children have also passed – securely above national averages.**
- Phonics workshop We were delighted that so many came to our phonics workshop to find out about Little Wandle and how it operates in our school.
- To support reading in Lower Key Stage 2, we have invested in a range of additional Little Wandle texts to support the transition into Key Stage 2.
- We have continued to develop our book corners across the school providing a range of high-quality literature in classroom libraries.
- A family have generously funded the installation of an incredible new library - Emma's Library - which celebrates authors, genres and reference texts. It is an exciting and inspiring new space for our children to develop their love of books and reading.

Leigh Primary School

School Development Summary

2022-2023

Quality of Education

- Accelerated Reader was implemented in January to support KS2 children in selecting texts in line with their decoding and comprehension stage. This is helping children to make more rapid progress through their books being aligned correctly and supporting teachers to track reading progress and range of texts being experienced. Across KS2 30, 115, 851 words have been read since we began the reading programme. **Our KS2 SAT results are 90% Expected+ (significantly above the National Average)**
- Continued professional development in the teaching of writing has refreshed and extended our practice in supporting vulnerable writers, planning for writing, modelling writing in the classroom and teaching children to edit their writing. **93% of children made the expected 3 bands progress from their starting point with 60% exceeding expected progress from Year 1-6. Our KS2 SATS writing outcomes are again above the National outcomes.**
- Investment and support to develop the EYFS classroom into zoned areas which support accelerated progress in all areas of the Early Years Framework. Sequencing of the EYFS curriculum to support transition to Year 1 national curriculum. Working Walls in Early Years have been developed that involve the children in tracking their learning. **71% of children attained a Good Level of Development which is a wonderful outcome for our youngest students.**

To develop consistent universal practice as well as targeted and specialist provision to improve outcomes in progress and attainment for children with SEND (Special Educational Needs and Disability)

- Revised Individual Education Plan formats have been implemented and reviewed across the year to support our SEND with support learners.
- Dyslexia friendly inclusive classroom refresher training for all staff has driven standards in adaptive teaching to support all learners.
- The school has been taking part in an Inclusion leadership programme along with many other schools whereby we collaborate and review schools in teams on an area of inclusive practice and leadership. This collaborative practice is supporting Kent schools to work with and learn from each other.
- Training on working memory and cognitive load theory has been conducted to ensure further develop and support children.
- Whole School Zones of Regulation was launched in January to support children with strategies to self-regulate and staff to teach these skills.
- SEND Survey to parents has been conducted – outcomes and actions to be shared in September 2023.
- New SEND leadership structure comprising of the SENDCO and SENDCO assistant has provided increased capacity to provide strategic leadership and support for SEND learners.

To implement our new schemes of learning across the curriculum using educational research, pedagogy and training to ensure that children are gaining secure knowledge and skills for future learning.

- Across the year we have been developing our pupils computing knowledge through the use of our computing scheme Purple Mash.
- We have introduced the Geography and History knowledge rich Ark curriculum, which is fun and engaging for all pupils.
- Additionally, we have implemented Access Art and Kapow for Design Technology which is yielding creative and engaging lessons and creations across the school.
- Continued professional development/training in retrieval and use of knowledge organisers is supporting retention and long-term memory of our students.
- Cascade Dance have provided professional development in the teaching of their scheme of learning and delivered lessons to our pupils. Not only this but were involved in choreographing dances for Love2Dance showcase at the STAG theatre.
- We have implemented progressive schemes of learning for Games from Greenacre Academy and Mr Thacker is providing continued professional development on these schemes to our team.

Behaviour and Attitudes

To further develop our behaviour policy using the Zones of Regulation for supporting children with emotional awareness and regulation and to develop our positive approach to behaviour management and feedback using Marvellous Me.

- Zones of Regulation has been implemented as a way of teaching children skills for recognising how they are feeling and teaching them strategies to prevent emotions overwhelming them and also moving between zones. It has had a positive impact on self-regulation and we look forward to seeing the longer-term impacts on well-being across the school. All classrooms have prompts to support children in recognising and implementing strategies – class and individual where required and stations to support and communicate with adults.
- Regulation Area - We have developed a room that is multi-functional and enables children to regulate themselves should they need to. This supports our whole school initiative of Zones of Regulation.
- Marvellous Me has been utilised as a strategy for communicating solely positive feedback about your children and celebrating their achievements and more importantly personal attributes. Don't forget to download your memory book which tracks your child's year at school.
- The School council has been formed and is in the Early stages of development and the children have already had an impact by developing our playgrounds to provide enrichment opportunities for all. We are seeing a huge impact on behaviour as our children have more range of activities. It is so lovely to see the children having the opportunity to mix on a regular basis from YR – Y6 too.

Leigh Primary School

School Development Summary

2022-2023

Site Development

- Library refurbishment including bespoke shelving, painting, new ceiling and flooring.
- New security fencing to enable playground expansion and for safeguarding reasons.
- New outdoor seating and parasols for sun protection and enrichment activities at lunchtime.

- Non-operational solar panels have been removed and with it our pigeon community has also vacated the school building.
- Resurfacing in the EYFS courtyard, drainage and ramp repair has improved access and maintenance of the area.
- A new barn in the KS1 playground is providing shelter and an additional learning space for EYFS children.

- Our Year 3 and 4 class has been refurbished with new flooring, tables and redecoration.
- LED lighting has been installed in areas, as old energy inefficient lighting has reached life cycle.
- Plumbing works across the school have been conducted to ensure they are in working order as well as a bib tap in the front playground.
- Drainage corrected on KS2 playground.

Personal Development

To develop our collective worship and assembly procedure to further enhance consistent and differentiated delivery of our ACT RIGHT, Mental Health, online safety and British Values ideals. To implement an engaging curriculum for RSE and Health Education.

- The school has implemented a new Sex, Relationships and Health Education in consultation with parents through parent survey and a working group of parents. This has also resulted in a revised Personal Development Policy which details the school's strategy.
- National Online Safety platform has been provided to all families and staff to develop knowledge and expertise and protecting children from online risks. Guides are shared weekly with the Leigh Latest and weekly email.
- Collective worship procedures have been revised with Votes for Schools encouraging debate and reflection on topics relating to British Values, ACT RIGHT, Prevent Strategy, Global and local responsibility, the environment and current affairs. In addition, weekly book assemblies provide an opportunity to reflect on messages within books on issues of equality, tolerance and empathy and much more.

Leadership and Management

To improve attendance across the school so that 95%+ is achieved with the aspirational target of 97% is targeted.

- Improvement in attendance since last year is yielding attendance figures of 95% which exceeds last year. Kent County Council has met with all schools about their attendance procedures and have confirmed that the school's procedures are in line with guidance and robust.