



Lovers' Lane Primary and Nursery School



Whole School Improvement 2022-23

Our School plan sets out a number of priorities, strategies and actions which will guide our work in school over the coming academic year. The plan is arranged into sections identified as key priority areas with subject action plans written by subject leaders running alongside it. When writing the school plan the following aspects have been taken into account including a review of the priorities from 2021-22.

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| <p>MAINTENANCE</p> <p><i>Recognising aspects which are successful and what makes them so.</i></p> <p><i>Continuing with established programmes</i></p> | <ul style="list-style-type: none"> • <i>Read, Write Inc. (Phonics and spellings)</i> • Vocabulary Spine • Sentence Surgery • Mastery Maths – White Rose – working with East Midlands Maths Hub |
| <p>DEVELOPMENT</p> <p><i>Amending or developing existing aspects to raise standards</i></p> | <ul style="list-style-type: none"> • Inclusivity – ‘Every teacher is a teacher of SEND’ • White Rose Maths – extend to include Nursery • <i>Talk for Writing, including ‘Writers’ Toolkit progression overview’</i> • <i>Embedding Reading Spine and Guided reading consistency</i> • Review PSHE/SRE curriculum planning – new subject lead • Expanding quality first teaching strategies (Use and apply a range of strategies to engage children and build on their learning, depending on the needs of the children). Eg new material in small steps, daily review, ask Qs, provide models, visual/ manipulative resources, check understanding, guided practice, clear working walls (in line with policy), scaffold difficult tasks, overlearning – See priority 3. • Embed strategies to ensure access to learning for all learners, particular focus for ECTs/ new staff. -especially SEND and Bottom 20% • Enriching the curriculum – ‘Bringing the fun back to Lovers’ Lane’ (post pandemic) • Assessment of Foundation subjects |
| <p>INITIATIVES</p> <p>Starting something new to improve standards, delivery, provision or other outcomes</p> | <ul style="list-style-type: none"> • No new initiative this year in order to embed initiatives introduced in 2021-22. |
| <p>STAFF TRAINING (whole staff)</p> <p><i>Performance management priorities</i></p> <p><i>Individual training needs</i></p> <p><i>Whole school training and INSET programmes and events</i></p> | <ul style="list-style-type: none"> • Specific teaching and learning focused training (Staff Meetings) <ul style="list-style-type: none"> ○ T4W, (including individual coaching support for new staff - T4W catch up CPD) ○ Maths CPD for new staff – personalised coaching from Maths Lead. ○ RWI – set up new staff on portal with a CPD pathway. ○ Reading spine ○ Guided Reading / English policy review ○ English policy and expectations – implementation progression ○ Inclusive approaches – SEND provision and access to the learning for all. ○ Induction for new staff • Safeguarding • First aid training including Epi Pen & Diabetes training |
| <p>HORIZON ISSUES</p> | <ul style="list-style-type: none"> • School funding and impact on provision • Budget - Falling NOR |



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Core Priorities for this academic year - 2022-23

At Lovers' Lane we have 4 main priorities for improvement this academic year. Each priority is broken down into key areas to improve based on evaluation of quality of education provision and outcomes in school, as well as pastoral, behavioural and personal development aspects of school life.

This year our whole school priorities are as follows:

➤ Priority 1: Curriculum

To ensure the curriculum is implemented effectively, so that children achieve well.

The key improvements planned to achieve this include the following:

1.1

To ensure all children can benefit and achieve well, through access to an ambitious and consistently delivered curriculum.

1.2

To ensure a clear system for assessment is in place for foundation subjects.

1.3

To develop a robust and systematic approach to monitoring the curriculum

1.4

To further develop lesson design structure for foundation subjects, supporting consistency in quality first teaching.

➤ Priority 2: Leadership at all levels

To further strengthen leadership and increase capacity, so that all leaders are effective in their roles and driving improvement across the school.

The key improvements planned to achieve this include the following:

2.1

To ensure clarity of role and expectations for all leaders to ensure that they can gain an accurate view of provision, which enables leaders to support and lead change.

2.2

To further develop appraisal systems to support the successful delivery of school improvement priorities

2.3

To further develop the strategic role of governors in order to hold leaders to account.



➤ **Priority 3: Quality of Education: Writing and Reading, including phonics**

To ensure quality of teaching in writing across the school improves, in order to raise children's outcomes.

The key improvements planned to achieve this include the following:

3.1

To improve teachers' subject knowledge and practice through targeted CPD opportunities in writing (T4W aspects), reading, including early reading (phonics).

3.2

To further develop provision for reading and writing, with a specific focus on key knowledge and skills, so that pupil outcomes are improved

3.3

To further develop early reading and writing (including phonics), especially in EYFS, for children who are EAL /new to English/ new to Education, including GRT children/ new to English Education system.

3.4

To develop a reading culture across the school.