



Aim: while we learn from the past, we fix our gaze firmly on the future; we ensure that advances made in curriculum & pedagogy are applied consistently & with fidelity; we become experts in our field. As a result, pupils and staff continue to succeed & thrive

Culture

To continue to grow & sustain **a strong Stebon culture** of:

- pedagogy
- consistency & coherence
- innovation & sustainability
- Wellbeing, professional growth & resilience

Leadership

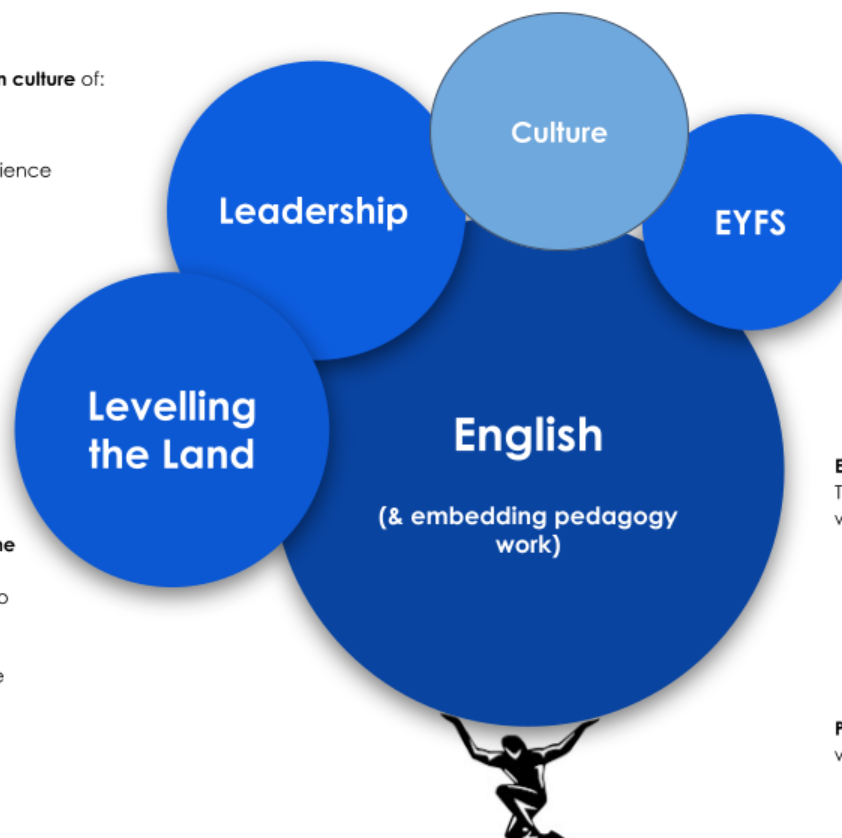
To **strengthen** leadership at the school by:

- developing its leaders
- ensuring a collective focus on **what matters most**
- building **effective partnerships** within & beyond LETTA Trust schools

Levelling the Land

To ensure that **all pupils get what they need to be ready for the next stage in their education** through:

- **safeguarding** them effectively so that they are able to learn
- effective **assessment & identification** of need
- **evaluating** available resources, **matching** them to the needs of pupils
- **recognising & responding** effectively to issues around **mental health**
- **ensuring interventions happen**
- **Involving families** more effectively in their children's learning
- **securing** the highest possible **attendance**



EYFS

To ensure pupils in the **early years** make **accelerated progress** so that they are **ready for Y1**

Progress **provision for 2 year-olds**

Admissions & retention:

Ensure that places in the Early Years are filled quickly & that pupils in the nursery move into our reception

English

To become better teachers of reading & writing by:

- **understanding** our context & its relevance
- **accessing** expertise
- **practising & applying** our learning
- making the most of opportunities to **collaborate, reflect & evaluate**

Pedagogy- to embed & build upon the work done last year to develop pedagogy

Aim: we learn from the past while we fix our gaze firmly on the future; we ensure that advances made in curriculum & pedagogy are applied consistently & with fidelity; we become experts in our field. As a result, pupils and staff continue to succeed & thrive

Monitoring & evaluation: We will maximise the effectiveness of this plan by making sure that its objectives & actions are clear, shared & consistently referred to. The HT & governors will review progress against the plan in line management, LT meetings & LGB meetings.

This year's Trust-wide Education Development Priority - Reading & Writing ... (& embedding pedagogy)				
Aim: reading & writing give our pupils wings; they love reading and read widely and often; they communicate skilfully in written and spoken English for a range of purposes; reading & writing fluency means cognitive space is freed up for higher order thinking				
Objectives	Actions	When	Who	Outcomes
Reading & writing to become better teachers by: understanding our context & its relevance accessing expertise practicing & applying our learning making the most of opportunities to collaborate, reflect & evaluate	Involve everyone in the school community in evaluating reading and writing; what we do well and what could be better	sum 2 (22)	ML SN	Leaders and teachers are experts in the teaching of reading & writing; they are helping to shape new practice
	Find out what the experts say about learning how to read and write, including early reading	sum 2 (22)	ML SN	
	Give all staff members the opportunity to develop their knowledge and understanding of teaching reading	aut 1	ML SN JI	
	Give all staff members the opportunity to develop their knowledge and understanding of teaching writing	aut 1	ML SN JI	Learning in reading & writing is coherently planned so that new learning makes sense in the context of what came before & what it is building towards
	Train parents in effectively supporting their children's reading and writing at home, including early reading	aut 1	ML TY ZM	
	Provide reading and writing interventions to ensure pupils keep up and catch up, particularly early reading	aut 1	ML TY ZM	
	Leaders monitor the quality of teaching of reading and writing and its impact on pupil achievement	aut 1	LT	
	Ensure schools are well resourced for reading and writing	aut 1	Jl ML	Provision is consistent across all year groups
Pedagogy - to embed & build upon the work done last year to develop pedagogy	Continue to support parents in supporting their children's learning at home; incl workshops on how to support pupils' fluency in RW&M	aut 2	Sub & Ph leads	Our pupils are keen learners. They take responsibility for their learning and become learners for life
	Continue to develop the pedagogical expertise of the leadership and curriculum teams	aut 1	Jl FD BS	
	Develop the pedagogical knowledge of new teaching staff through year group planning meetings & line management	aut 1	LT	
	Monitor, analyse & evaluate the impact of different pedagogies on outcomes, including foundation subjects	aut 2	Jl & LT BS	

Levelling the Land

Aim: we pull all the levers at our disposal so that all pupils get what they need to be ready for the next stage in their education; none are left behind

Objectives	Actions	When	Who	Outcomes
To safeguard all pupils effectively so that they are best able to learn	Deliver engaging & compelling training so that all members of staff understand their responsibilities with regards to safeguarding & what this means for them in practice; staff engage professional curiosity	aut 1	EC	Pupils who need to catch up most do so because the right systems, structures & personnel are in place to support them At least 80% of children are at or above ARE in every year group in R, W, M & phonics
	Provide effective systems and processes for staff to use & follow eg CPOMS; monitor closely & respond quickly & appropriately	ongoing	EC	
To ensure that pupils catch up fast through: accessing all available funding & resources	Secure additional recovery funding from the DfE	aut 1	Jl RazB	
	Explore alternative sources of funding & available resources	ongoing	Jl RazB	
To ensure that pupils catch up fast through: effective assessment & identification of need	Focus on 3 key groups: <ul style="list-style-type: none"> · disadvantaged & vulnerable · lowest attaining · pupils who have fallen most behind 	from aut 1	all leaders	
	Use data from baseline assessments to inform a plan for children who are behind where they should be	from aut 1	EC	
	Implement the recovery plan across the school, including the National Tutoring Programme	from sum 2 (22)	phase leads EC	
	Leaders review & analyse data to inform & amend recovery plan	ongoing	LT	
To ensure that pupils catch up fast by: evaluating available resources, matching them to the needs of pupils & ensuring they happen to maximise pupils'	Review regularly the effectiveness of intervention strategies, particularly in reading & maths	ongoing	LT	
	Use data from termly pupil progress meetings to inform interventions for groups & individuals	ongoing	subj & ph leads	
	Use research-led & proven intervention strategies incl Lexia, Mastering Number, Talking Time & phonics interventions, White Rose	from aut 1	subj & ph leads	
	Include recovery in teachers' appraisal discussions & objectives	aut 1	Jl	
	Be clear with families about the amount of progress their child needs to	aut 1	CTs & ph	

progress by: involving families in their children's learning	make & about the difference their engagement & support makes		leads	
	Provide families with clear & regular communication and training to enable them to support their child - workshops, videos, emails	ongoing	CTs & ph leads	
	Seek and respond to parental feedback about the effectiveness of communication & training; invite & respond regularly to questions	spr 1	Jl	
	Explore ways of involving families more in the life of the school	ongoing	LT CA	
to ensure pupils are best able to learn by: recognising & responding effectively to issues around mental health	Ensure all staff are alert to the signs of issues around mental health & that that they communicate any concerns about children or families	ongoing	EC	
	Train staff in trauma-informed approaches	aut 1	EC	
	Continue to make efforts to destigmatise issues around mental health	ongoing	all	
	Ensure access for identified children to appropriate intervention including play therapy, learning mentor support, social worker intervention, family engagement officer support & CAMHS referrals	from aut 1	EC RC	
To safeguard against future lost learning	Maintain a robust & high quality remote learning offer	ongoing	Jl OW SH	
	Ensure the outbreak management plan & remote learning offer is fit for purpose & always ready to go	before aut 1	Jl & JF	
	Check regularly that all children, incl those new to our school have access to a device of their own & an internet connection at home	ongoing	EC OW AK	
To secure the highest possible attendance	Continue to deem all holidays/trips made during term time as unauth absence & to refer all unauthorised attendance to the LA for a fine	ongoing	Jl CA	Attendance well above national figures
	Explore the sustainability & effectiveness of key absence calls being made by members of the class team	aut 2	CA EC	
	Raise further the profile of attendance; develop communications with staff & parents; HT takes on attendance assemblies	aut 2	CA EC	Attendance of all groups is high
	Refine attendance tracking & monitoring systems so trends are picked up early	aut 2	CA EC	
	Review & further develop a strategy & action plan to promote & sustain high attendance rates; secure support of the LT	aut 1	CA EC	

Leadership

Aim: effective leadership at all levels means that pupils and staff enjoy coming to school; they are motivated to do their best because they feel a sense of purpose & belonging; they trust in their leaders' capacity to help them & they know that their leaders care about them

Objectives	Actions	When	Who	
To strengthen leadership at the school by: developing its leaders	Design & deliver induction & training plan for all leaders new to their portfolio, incl weekly 1:1 with the HT; ensure leaders new to their brief have appropriate in-school support	from aut 1	Jl	Leaders are effective in their roles because they feel supported & have developed the necessary leadership skills & habits Leadership capacity is bolstered New leaders are excited by the challenge ahead. They learn the skills of good leadership & see themselves as part of our succession plan The school is well led in difficult times because leaders focus their energies on the right things. They feel empowered to make changes Leaders feel supported by others in the Trust & beyond. Collaboration &
	Work with & support the new AHTs to shape their roles & maximise whole school impact	from aut 1	Jl	
	Key leaders undertake NPQs at the appropriate level	aut 1	Jl	
	Facilitate close collaborations between Stebon & Bygrove subject leads, incl joint professional development & health checks	ongoing	Jl TY	
	Secure consultant support for leaders, including HT, DHT & subject leads	aut 1	Jl BS JF	
	Develop leadership skills, habits & practices through weekly LT meetings	ongoing	Jl	
To strengthen leadership at the school by: ensuring a collective focus on what matters most	Create & maintain a leadership culture where all questions, ideas & opinions are valued & welcomed	ongoing	Jl	
	Ensure leaders have the opportunity to discuss issues & decide collectively where our priorities lie – referring always to our values, to our current context & to our improvement plans	ongoing	Jl	
	Continue to develop a sense amongst leaders of collective responsibility - we are all here for all children (across Stebon & the Trust)	ongoing	Jl LT	
	Develop systems & strategies to ensure consistency in classrooms; implementation of curriculum - incl assessment & interventions, support staff roles, pupil outcomes	ongoing	Jl LT	
To strengthen leadership at the school by: building effective partnerships within & beyond LETTA Trust schools	Bygrove & Stebon HTs meet for weekly catch-up sessions, to share ideas & identify opportunities for collaboration	ongoing	Jl	
	HTs & Director of Sch Imp support the design & delivery of EDP priority	ongoing	Jl FD BS	
	Further develop trust amongst the joint LTs & increase understanding of how the Trust works well together	ongoing	Jl FD	
	Joint curriculum teams from both schools continue to collaborate on curriculum development, monitoring & evaluation	from sum 2	TY	

	Continue to develop effectiveness of year group planning teams	ongoing	HTs TY	interdependence makes their leadership more effective
	Further develop links with the Maths Hub; shape role of HT Advocate	aut 1	JI	
	HT to step up facilitation role for UCL's NPQSL programme alongside Teaching School Hub partners	aut 1	JI	

Culture

Aim: children and staff thrive at school because they know and feel a powerful sense of belonging; they know how & why we do things around here; fluency with routines and expectations means cognitive space is freed up for higher order thinking & learning

Objectives	Actions	When	Who	Outcomes
To continue to grow & sustain our Stebon culture of: pedagogy	Build into the INSET schedule regular revisiting of the central tenets of last year's pedagogy priority	sum 2 '22	JI	All staff know the way we do things around here & why we choose to do them in this way
	Tailor our ECT programme to support work on pedagogy	aut 1	EC	
	Create opportunities for continuing dialogue through weekly 1:1s, phase meetings & peer observations	aut 1	JI	
To continue to grow & sustain our Stebon culture of: consistency & coherence	Ensure clarity around routines at all times of the day; in specific lessons, around the building, in the dining hall & assemblies & in the playground	aut 1&2	LT	Pedagogy - or how we teach - remains at the heart of professional dialogue
	Check, through regular monitoring, that planning within each subject is coherently designed & consistently delivered within & across year groups	ongoing	JI LT	
To continue to grow & sustain our Stebon culture of: innovation & sustainability	Build on excellent work during lockdown (to ensure all that pupils were capable & confident users of IT) by planning opportunities for judicious use of IT in class, incl accessing learning resources instead of printing	aut 1	OW YGPLs	Staff feel supported, challenged & grown professionally; they recognise that this is important to us
	Involve all staff in planning & executing a dramatic reduction in the amount of photocopying - reduce by half	aut 1	JI AK ph leads	
To continue to grow & sustain our Stebon culture of: wellbeing, professional growth & resilience	Ensure the consistent use of weekly 1:1 line management as the primary means of professional development for all staff	ongoing	LT	children & staff understand routines & are able to work more productively as a result
	Ensure ongoing dialogue about staff wellbeing through weekly 1:1s & in performance management	ongoing	LT	
	Design & deliver high quality staff training & identify additional training	aut 1	JI LT	
	Plan & deliver a coherent schedule of phase meetings	aut 1	EC LT	

	Ensure year group planning meetings include significant professional dialogue about appropriate pedagogies & teaching strategies	ongoing	HTs YGPLs	
	Personalise ECT offer to include the way we do things around here	aut 1	EC	
	Deliver effective induction for all new staff	as appro	JI LMs	

EYFS				
Aim: our youngest pupils love coming to school; they make excellent progress and, by the end of their reception year, are ready for Y1				
Objectives	Actions	When	Who	Outcomes
To ensure pupils in the early years make accelerated progress so that they are ready for Y1	Facilitate a smooth transition for the new EYFS leader; make sure she has all the in-school & external support she needs	aut 1	JI CL TY	Pupils at the end of their reception year have the knowledge, skills & attitudes they need to succeed in Y1 Leadership of the Early Years is strong
	Ensure changes to the new EYFS curriculum are embedded in policy & practice, including in our 2-year-old provision	aut 1	JI ZM TY	
	Articulate clear & coherent curriculum progression from 2YO provision into KS1	aut 1	ZM	
	Carry out baseline & other assessments to inform recovery interventions	aut 1	ZM	
	Maintain a relentless focus on key skills in core areas; developing fluency in oracy, reading & maths	ongoing	ZM	
	Ensure staff understand why we teach what we do in the way that we do so that: <ul style="list-style-type: none"> • practice is consistent across all classes & • teaching shows fidelity to our chosen way 	from aut 1	ZM	
	Design provision such that children are being prepared in the latter part of reception for their transition to Y1	spr 2	ZM TY	
	Continue to develop outdoor provision so that it builds upon & supports learning in the classroom	aut 1	ZM	
	Ensure the highest quality of provision in the nursery; that all adults lead learning & all areas of the setting provide appropriate learning opportunities	ongoing	ZM	
To progress provision for 2-year-olds	Embed best practice in our 2-year-old provision: complete refurbishments & resourcing, staffing & recruiting, policies & procedures	aut 1&2	ZM CL	

	Work further on curriculum development - see above	aut 1	ZM CL TY	
	In response to need, open a second 2YO room; doubling capacity to 48 pupils	as approp	JI AK	
Admissions & retention: to ensure that places in the Early Years are filled quickly & that pupils in the nursery move into our reception	Ensure that filling spaces becomes a high priority; involve the whole leadership team in regular problem-solving around admissions in EY	aut 1	JI	All year groups in the Early Years are full
	Audit current pupils & parents to see if there are younger siblings or family members not yet in non-statutory schooling	aut 1	RC ZM AK	
	Contact families to discuss options & timeframes & support them in accessing pupil services	aut 1	ZM AK	
	Ensure effectiveness of word-of-mouth by building first rate provision that current children & families love	ongoing	ZM CL	
	Liaise with Bygrove admin team re waiting lists	aut 1	AK	
	Communicate explicitly & in good time with parents of nursery children re the wisdom of putting in their YRec application	spr 1	ZM YNCTs	
	If necessary, adopt additional marketing strategies; website, banners, leafleting the local area	as approp	AK ZM RB	

Workload & wellbeing				
Objectives	Actions	When	Who	Outcomes
To ensure that staff at all levels feel supported & able to fulfil their role without unnecessary demands placed on them	Include conversation around workload & wellbeing in teachers' performance management	aut 1	JI	Staff understand how the school works to minimise unnecessary workload. They are motivated by the work they do & feel they have a voice
	Ensure Trust wellbeing policy is shared with staff, especially staff new to the LETTA Trust	aut 1	JI	
	Revisit what we already do to reduce workload & unnecessary demands upon staff	aut	JI	
	Further develop year group planning teams working across both schools to share the planning & resourcing load	aut 1	JI	Staff retention is high
	Analyse audit of staff views around workload & consider where to revise practices. Review staff wellbeing policy where appropriate	spr	JI	