

Quality of Education

Key Target	Actions	How will impact be measured?	Success Criteria
<p>To ensure that the LPS curriculum intent-implementation-impact is fully reflected across the whole curriculum from EYFS to Y6 <b>ZF/RL</b></p>	<ul style="list-style-type: none"> <li>• Long term plans to be amended to include EYFS in all subjects</li> <li>• Curriculum drivers to be shared with visual representations of each area</li> <li>• Ensure curriculum is personalised to meet the needs, interests and ability of current cohort</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and evaluation timetable</li> <li>• Long term plan curriculum overview fully reflects the school’s statement of intent</li> </ul>	<ul style="list-style-type: none"> <li>• The whole LPS curriculum achieves the curriculum intent, implementation and impact statement/strategies and is perfectly suited to current cohort of pupils</li> <li>• Subject leaders have responsibility for their areas and have knowledge of how their area is implemented across the school</li> <li>• All information should be available on the LPS website by the end of Autumn Term One 2023.</li> </ul>
<p>To ensure that teaching and learning across the school is informed by an understanding of the way pupils learn <b>ZF/SM</b></p>	<ul style="list-style-type: none"> <li>• Staff to have time to read and process research in this area and given time to reflect on this with peers</li> <li>• Increased awareness of teachers and TAs to ensure they understand the differences between cognition and metacognition</li> <li>• Staff to consider how implementing strategies to help pupils with their motivation to learn-engaging metacognitive and cognitive skills and applying them to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting feedback</li> <li>• Reflections on current research (such as EEF on self-regulation and metacognition (2018))</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to have accessed research in this area and given time to reflect on this</li> <li>• Working groups around school to sample strategies and trial in classes, linking to LPS core driver’s problem solving and mental health &amp; well-being</li> </ul>
<p>To ensure all staff are aware that systematic synthetic phonics (SSP) is the most effective approach for teaching pupils to</p>	<ul style="list-style-type: none"> <li>• Staff training and support needs to be ongoing throughout each half-term until embedded (both daily teaching of Phonics and Phonics Catch Up for KS2 pupils who need it)</li> <li>• Budget allocated to ensure adequate resources are purchased and accessible to each class when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in staff confidence</li> <li>• Lesson observations and learning walks to indicate fidelity</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils’ learning is carefully tracked and evidences progress</li> <li>• Lesson observations and Learning Walks evidence all staff are teaching the scheme with absolute fidelity to the ‘Little Wandle’ SSP</li> </ul>

<p>decode, particularly those teaching early reading phonics</p> <p>RL/CF</p>	<ul style="list-style-type: none"> <li>Identified Reading lead CF to be given time and support to ensure the teaching of phonics around school can be continually monitored, with meetings to follow to ensure fidelity to the SSP</li> </ul>	<p>to the scheme across the classes</p> <ul style="list-style-type: none"> <li>Pupil voice</li> <li>Phonics data evidences improvement in skills across the school (including those still accessing both the scheme and Catch Up scheme)</li> </ul>	
<p>To build on the excellent practice from the National Association for Autism Accreditation, further expanding the school's strengths and working on the identified areas for development</p> <p>AP</p>	<ul style="list-style-type: none"> <li>Share with staff the assessment report identifying strengths and areas for development</li> <li>Produce development plan from the report</li> <li>Ensure staff receive relevant autism training and updates to enable shared ownership and achievement of the identified areas for development</li> <li>Monitoring and evaluation of progress</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations and learning walks</li> <li>School data analysis of incidents</li> <li>Pupil, parent and staff surveys</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for award continues to be met and areas for development achieved</li> </ul>
<p>To continue to develop diversity awareness throughout the school curriculum and wider school community</p> <p>Subject leads</p>	<ul style="list-style-type: none"> <li>SLT to monitor CPOMS data and share throughout the year with all staff</li> <li>Curriculum leads to build this objective into current curriculum development plans, to ensure this remains a focus in all areas</li> <li>Monitor and evaluate impact through curriculum/teaching and learning and CPOMS data</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and evaluate impact through curriculum/teaching and learning and CPOMS data</li> <li>Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>Growing awareness of all aspects of diversity evident across the school and supported by key data from CPOMS (reduction in incident reports)</li> </ul>
<p>To ensure literacy skills are developed in</p>	<ul style="list-style-type: none"> <li>Assessment lead SM to closely track reading and writing at the end of each term, making sure those who aren't</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and evaluation schedule throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Increased opportunities for reading and writing in subjects across the curriculum</li> </ul>

<p><b>subject areas across the school</b> <b>CF/MB/SM/RL</b></p>	<p>making progress are accounted for during Pupil Progress meetings</p> <ul style="list-style-type: none"> <li>All teachers to be offered the opportunity to undertake the NPQLL</li> <li>Writing moderation will continue to use primarily data from other subjects than English to evidence pupil's current assessment percentage</li> <li>RL to work with MB and CF to ensure they are part of the monitoring and evaluation of these subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Staff voice</li> <li>Assessment data</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Subject leaders to be aware of their role in this whole-school target</li> </ul>
--	---	---	---

<p><b>Why are these priority areas?</b></p> <ul style="list-style-type: none"> <li>It is vital that the intent-implementation-impact of the curriculum is focused and relevant to the context of LPS and supports the needs, interests and abilities of the current cohort in school</li> <li>Over a number of years, LPS has seen a significant increase in the number of children with autism coming to the school therefore it is imperative that we adjust our provision to continuously improve outcomes for these children</li> <li>Progress in reading and writing remains a concern, particularly during school's post-COVID recovery</li> <li>Reflecting on monitoring and evaluation from last academic year, the classes who have taken a more thematic approach have shown an improvement in attainment results than those who did not. RL has worked with subject leaders to ensure all curriculum areas are linked where possible</li> <li>Attainment results from last academic year suggest the majority of classes need a further focus on writing than previously</li> </ul>			
--	--	--	--

**Behaviour and attitudes**

Key Target	Actions	How will impact be measured?	Success Criteria
<p><b>To ensure the school's Relational Policy is implemented consistently and effectively across the school</b></p>	<ul style="list-style-type: none"> <li>ZF and SM to continue with Year 2 of 3 as part of the Trafford Virtual School's Attachment and Trauma Awareness Project</li> <li>ZF and SM will participate in the creation of a model Relational Policy and make amendments to the LPS one as needed</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders understand the way incidents are recorded at LPS</li> <li>Pupils to be given further</li> </ul>	<ul style="list-style-type: none"> <li>ZF and SM will be accredited for this training by the University of Chester</li> <li>All stakeholders to have clarity in expectations at LPS</li> <li>Incidents may look to have increased, but this should be a result</li> </ul>

<p>ZF/SM</p>	<ul style="list-style-type: none"> <li>• ELSA to be deployed effectively to support pupils from across the school</li> <li>• Ensure the policy has sufficient guidance on the school’s approach to tackling disruptive behaviour</li> <li>• Provide opportunities for staff to reflect on the effectiveness of the amended policy</li> <li>• Provide opportunities for the pupils and their parents to reflect on the effectiveness of the amended policy</li> </ul>	<p>opportunities to reflect on their behaviour in school</p> <ul style="list-style-type: none"> <li>• All stakeholders to be made further aware of expectations at LPS</li> </ul>	<p>of all staff ensuring all incidents of concern are logged</p>
<p>To ensure pupils understand the concept of bullying, know how to report their concerns and understand action taken</p> <p>SM/AP</p>	<ul style="list-style-type: none"> <li>• Focus each term to remind pupils about bullying and the importance of school’s response to concerns raised</li> <li>• Ensure regular sessions for pupils of all ages on what bullying is and how it is recorded and addressed at LPS</li> <li>• Link school values to expected behaviours to display around school</li> <li>• Hold regular sessions for parents and pupils, to help with promote positive relationships both in school and at home</li> <li>• All racist incidents to continue to be logged, with the use of internal isolation to ensure pupils are removed from the vicinity of others during incidents and as a follow up, to ensure restorative reflection takes place</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parent voice</li> <li>• Analysis of statistics each term</li> <li>• School Council feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour log on CPOMS will reflect nature of incident-protected characteristics to have their own categories</li> <li>• Initially, incidents may increase as staff ensure all incidents of concern are logged and addressed</li> <li>• Culture in all classrooms to reflect importance of recording incidents</li> </ul>
<p><b>Why are these priority areas?</b></p> <ul style="list-style-type: none"> <li>• The school’s Safeguarding Audit in March last year identified that some pupils were concerned about bullying. When SLT investigated this, pupils often felt being in the presence of dysregulated behaviour meant they were being bullied, even if the dysregulated child was not knowingly targeting those around them. Pupils needed additional support to identify the difference between behaviour incidents and repeated behaviour incidents over time resulting in bullying. Some staff members felt they were unclear in the difference between child on child abuse and bullying</li> <li>• The relational approach has been a school-wide focus since 2018. However, inconsistencies can sometimes remain, with the feedback being from some staff that relational can feel like a lack of consequences for pupils</li> </ul>			

- Pupils arrive at LPS throughout the year, particularly as GAG numbers increase, meaning it can be difficult to re-settle classes following the new arrival of all pupils
- Unfortunately, pupils at LPS are still suffering from the impact of the COVID-19 pandemic, with many experiencing the loss of a considerable amount of education, which means some pupils find the transition into full time education at LPS difficult. These pupils have often been on reduced timetables elsewhere, or have begun to suffer from periods of emotionally based school non-attendance

### Personal Development

Key Target	Actions	How will impact be measured?	Success Criteria
<p>To build on the mechanisms now in place to monitor the longer-term success of pupils that leave Longford Park School to go to secondary schools. ZF/SM/AP/RL/RR</p>	<ul style="list-style-type: none"> <li>• Key members of staff with responsibilities for transition to engage in the TTSA Transition Project</li> <li>• Work in partnership with Trafford EP Service and key high schools</li> <li>• Continue to track previous pupils through contact with parents, school visits and correspondence</li> <li>• Continue to start discussions about high schools during Year 4 and Year 5 Annual Reviews, so that parents and carers have had time to fully investigate options prior to the first Year 6 Annual Review</li> <li>• Hold a further Annual Review at the end of Year 6 with the high school in attendance</li> <li>• Facilitate stronger connections between LPS and Egerton High School, the Secondary Trafford SEMH provision</li> <li>• Continue to work closely with both high schools in The Sovereign Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Key experiences shared by past parents to current parents Validated R&amp;D project learning Sustainability of high school placements</li> <li>• Opportunities for pupils to engage with high schools and KS3/4 pupils throughout KS2, to help address anxieties about high school transition</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from stakeholders Y6 LPS children identifying as being less anxious about their high school transition. KS2 progress sustained through KS3 and beyond</li> </ul>

<p><b>To implement new ways to offer feedback and support to our parents/carers to ensure communication is open, transparent and clear.</b> <b>SM</b></p>	<ul style="list-style-type: none"> <li>• SM to plan an event calendar for parents and carers and ensure dates and times are shared in advance, to maximise the number of adults available to attend events</li> <li>• Parents and carers to be aware of procedures for contact with school to share any feedback, including complaints</li> <li>• Preferences for school contact to be agreed upon during Autumn term</li> <li>• Ensure importance of attending Parent Feedback sessions in-person, rather than online or over the phone, so that parents and carers can benefit from bespoke support that might be needed</li> <li>• LPS to be re-accredited with LPPA award</li> </ul>		
<p><b>Why are these priority areas?</b></p> <ul style="list-style-type: none"> <li>• The school’s value of ‘Become’ is central to all work in school. Whilst the support and nurture at LPS is embedded and a key feature often remarked upon, the small ‘family’ aspect of the school can be difficult to replicate in larger secondary schools, meaning pupils and their families can find the transition difficult</li> <li>• School have been tracking pupils for a while now and whilst some are thriving now, others have not been so successful. LPS is keen to use the tracking of pupils as a measure of the success of the school</li> <li>• Parents and carers are invaluable at LPS and whilst school is getting back on track with offering events, this needs to return to the expectations in place pre-COVID</li> </ul>			

**Leadership and Management**

Key Target	Actions	How will impact be measured?	Success Criteria
<p><b>To promote staff well-being and continue to develop the ability to manage the demands</b></p>	<ul style="list-style-type: none"> <li>• For all staff to have allocated well-being time at the end of each half-term</li> </ul>	<ul style="list-style-type: none"> <li>• Staff voice</li> <li>• Feedback following events</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in retention of current staff at LPS</li> <li>• Staff absences to be monitored so that adequate funding is allocated to</li> </ul>

<p><b>of teaching pupils with complex SEND</b> <b>AP</b></p>	<ul style="list-style-type: none"> <li>• ZF/SM to consider applications for flexibility to working hours e.g. having time back for attending school events out of school hours</li> <li>• School to continue to fund EAP, to ensure all staff have access to support and counselling if and when it is needed</li> <li>• Provide weekly opportunities to participate in debriefs of the day</li> <li>• Provide weekly opportunities for Peer supervision</li> <li>• To offer supervision from Dr J Mullineaux from Changing Minds for staff members who would find this beneficial</li> <li>• During staffing shortages, to be mindful when deploying staff to ensure there is sufficient support for each class team each day</li> <li>• All staff to receive a Back to Work interviews after a period of absence to ensure all are supported and additional risk assessments completed if needed</li> </ul>		<p>cover budget so that there are optimal numbers of staff in school at all times</p>
<p><b>To provide staff with training to ensure all have an in-depth understanding of supporting pupils with their mental health needs</b> <b>ZF/SM/AP</b></p>	<ul style="list-style-type: none"> <li>• To ensure termly staff training times are utilised, with external support provided for training of more specialised areas e.g. Precision Teaching, Emotion Coaching etc</li> <li>• Provide four staff training days each academic year rather than two, to ensure there is sufficient time given to training needs</li> <li>• Ensure up to date research is used to help staff to understand the rationale behind decision making</li> <li>• Ensure consistency in approaches as the school expands, to ensure the quality of provision continues even with larger numbers on roll</li> </ul>	<ul style="list-style-type: none"> <li>• Staff voice</li> <li>• Pupil voice</li> <li>• Breadth of training opportunities</li> <li>• Specialised support commissioned</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feel well-prepared for changes in school</li> <li>• Staff have the level of skill needed to support complex needs of pupils with their hidden disabilities</li> </ul>
<p><b>To empower subject leads to embed a devolved leadership structure</b></p>	<ul style="list-style-type: none"> <li>• Ensure Performance Management meetings are scheduled half-termly, to allow time for reflection and refocus on current strengths and to allow identification of needs</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback during Performance Management</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to feel they have the opportunity to meet with ZF (teachers) or SM (TAs) to allow for</li> </ul>

<p>AP/RL/CF/HN/RT/ DH/JR/MB/JP/NS/CI/ AN</p>	<ul style="list-style-type: none"> <li>• All staff qualifying to be encouraged to engage in an NPQ to support professional development and to help strengthen the knowledge and skillset of staff</li> <li>• To ensure all subject leads are booked on to termly Trafford subject networks</li> <li>• Weekly meetings to be used as time for subject leaders to offer training and share expectations</li> <li>• All staff to be encouraged to visit lessons in their subjects across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Subject outcomes during Book monitoring</li> <li>• Learning walks</li> </ul>	<p>bespoke coaching and Performance Management</p> <ul style="list-style-type: none"> <li>• Staff to feel they have increased influence on the way their subject is delivered across the school</li> <li>• Increased opportunities for teachers to meet with stakeholders regarding the progress, development and identified needs in their subject areas</li> </ul>
<p>To promote the concept of 'psychological safety' to reduce anxiety and encourage a sense of belonging ZF</p>	<ul style="list-style-type: none"> <li>• Increased opportunity for all staff to have time to reflect on their experiences in school, which can sometimes be challenging or unexpected</li> <li>• Support from clinical psychologists Dr Bridie Gallagher and Dr Jenny Mullineaux as part of their CPD</li> <li>• Ongoing support from peers to process difficult emotions that might arise whilst working with distressed and dysregulated pupils to avoid 'secondary trauma' where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Staff voice</li> <li>• Learning walks</li> <li>• Feedback during peer supervision and sharing circles</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to feel encouraged to share their experiences so that their feelings are validated and recognised by their peers</li> <li>• Staff to feel they are supported in their work and feel safe to share their experiences and rationale behind decision making</li> </ul>
<p><b>Why are these priority areas?</b></p> <ul style="list-style-type: none"> <li>• For efficiency and to maximise the schools impact it is vital that the correct staffing structure is in place with all staff having access to the highest quality CPD</li> <li>• As the role LPS plays in providing system leadership continues to develop it is vital that correct planning to develop leadership capacity within school is implemented</li> <li>• It is vital for sustainability, efficiency and development of the outreach service that a business and risk management plan identifies the current economic barriers many Trafford primary schools currently face and identifies strategies to overcome these barriers and broker appropriate levels of support</li> <li>• School leaders feel it is imperative that the well-being and mental health of staff is prioritised and protected as efficiently as possible, to ensure they can maintain the exceptional level of support they provide our pupils</li> </ul>			