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| **Phase:** | **Led by:** |
| Key Stage 1 | Katie Powell |

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| **Context Statement:** |
| The Key Stage 1 team consists of three Year 1 teachers and four Year 2 teachers; two of which job share. Across the federation, we have 10 support staff in KS1. Two of these staff job share in Year 2 and three are working in classes to support SEND pupils. The majority of the teaching team in KS1 is experienced, most having worked within the same year group previously. There is one ECT based at Low Road in Year 2 who, through shared lesson delivery, planning and a designated mentor, is well supported.  **Windmill**  Year 1   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | NOR | Boys | Girls | PP | EAL | SEN | Attend SEN group | LAC | | 59 | 35 | 24 | 25 | 24 | 10 | 3 | 0 |   Year 2   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | NOR | Boys | Girls | PP | EAL | SEN | Attend SEN group | LAC | | 59 | 37 | 22 | 30 | 14 | 16 | 0 | 1 |   **Low Road**  Year 1   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | NOR | Boys | Girls | PP | EAL | SEN | Attend SEN group | LAC | | 28 | 14 | 14 | 7 | 15 | 6 | 0 | 0 |   Year 2   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | NOR | Boys | Girls | PP | EAL | SEN | Attend SEN group | LAC | | 30 | 15 | 15 | 9 | 12 | 0 | 0 | 2 |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2017** | **2018** | **2019** | **2020 – Year 2 post school closures** | **2021** | **2022** | **2023** | | Windmill Primary | 59.7% | 55.2% | 56% | 57% | 64.9% | 66% | Y1- 64.4%  Y2- 54.5% | | Leeds | 77.4% | 79.2% | 79% |  |  |  | Y1- 77.7%  Y2- 56.9% | | NCER National | 81.2% | 82.5% | 81.9% |  |  |  | Y1-78.9%  Y2- 58.7% |   **Windmill EOKS1 data: Phonics Screening Check**  *Five year trend*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Year 1 and 2** | **2018-19** | **2019-20** | **2020-2021**  **Arbor** | **2021-2022**  **Arbor** | **2022-2023** | | Reading | 51.5% |  | 57.4% | 80.8% | 63.6% | | Writing | 51.5% |  | 50% | 71.4% | 54.5% | | Maths | 65.2% |  | 64.8% | 76.8% | 70.9% | | RWM Combined | 43.9% |  | 50.9% | 68.4% | 52.7% |   **Low Road EOKS1 data**: **Phonics Screening Check**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2017** | **2018** | **2019** | **2020 – Year 2 post school closures** | **2021** | **2022** | **2023** | | Low Road Primary | 75% | 84% | 75.9% | 87% | 72.7% | 75.8% | Y1-80%  Y2-50% | | Leeds | 77.4% | 79.2% | 79% |  |  |  | Y1-77.7%  Y2-56.9% | | NCER National | 81.2% | 82.5% | 81.9% |  |  |  | Y1-78.9%  Y2-58.7% |   *Five year trend*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Year 1 and 2** | **2018-19** | **2019-20** | **2020-2021**  **Arbor** | **2021-2022**  **Arbor** | **2022-2023** | | Reading | 57.1% |  | 68.2% | 76.2% | 75.9% | | Writing | 50% |  | 63.6% | 66.7% | 72.4% | | Maths | 67.9% |  | 72.7% | 76.2% | 75.9% | | RWM Combined | 50% |  | 63.6% | 63.6% | 69% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Reading**  **OT+** | **Writing**  **OT+** | **Maths**  **OT+** | **RWM OT+ Combined** | | Year 1 Windmill | 63.8% | 60.3% | 70.7% | 60.3% | | Year 2 Windmill | 84.9% | 81.1% | 84.9% | 81.1% |   *Summer data 2023 (Arbor)*   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Reading**  **OT+** | **Writing**  **OT+** | **Maths**  **OT+** | **RWM OT+ Combined** | | Year 1 Low Road | 82.7% | 72.4% | 93% | 72.4% | | Year 2 Low Road | 86.2% | 82.8% | 86.2% | 82.8% | |

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| **Overview of Key Priorities:** |
| * To raise attainment in Writing and the number of pupils achieving GDS. * To raise attainment in Reading and Phonics across KS1, raising percentage of pupils passing Phonics Screening Check. * To strengthen communication with parents to build on links between home and school learning. * To work collaboratively with EYFS staff to discuss assessments at the end of F2 and to bridge the gap between the EYFS and Year 1 curriculum. * To increase and nurture resilience to setbacks and foster pride in their achievements * To extend the curriculum offer beyond academia in order to broaden interests and talents. |

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| **Proposed Outcomes** |
| * Teachers will plan for and deliver a relevant and engaging curriculum across all subjects. * Regular planning meetings to support staff with planning. * ECT to be supported by mentor and Year group leader to ensure that they are confident with all areas of teaching and learning. * Teachers will follow, recently updated, English long term plan and use planning guides to support progression/ grammar expectations. * Teachers confidently using Arbor to track progress and inform curriculum planning. * Teachers and support staff will receive ‘Little Wandle’ Phonics/ Reading training to support lesson planning and delivery. * Teacher’s to use Phonics excel spreadsheet to keep track of pupil progress and to inform next steps. * Teacher’s will identify pupils who need Little Wandle ‘Daily Keep Up’ intervention. * Phonics results to close the gap towards national. * Increased amount of parental support with children’s learning at home through reading and phonics-based activities. * More opportunities created for parent’s to support children’s learning through Google classroom. * Strong communication between EYFS, KS1 lead practitioner and KS1 staff. * All pupils to make good progress from EYFS to end of KS1. * Pupils will demonstrate increased tolerance, self-responsibility and respect for others. * Effective PSHE curriculum, which is well planned and delivered. * Positive reinforcement through behaviour management, celebration of achievements, class/school displays. * To support disadvantaged and SEND children with the essential knowledge needed to become educated citizens. * Pupils will experience trips outside of their local area, that will broaden their experiences of the world. * Extra- curricular activities provided (work with school council to find out what pupil’s would like). |

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| **Priority Developments** | **Actions** | **Resources & Costs** | **Personnel** | **Timescale** |
| **Quality of Education**  **(OFSTED INSPECTION FRAMEWORK) KEY JUDGEMENTS GRADED JUDGEMENTS**  **WHAT WILL WE DO TO MEET THAT** | * Conduct weekly year group planning meetings to develop an engaging and creative curriculum, promoting collaborative practice. * ICT to be used effectively in teaching and learning to improve pupil engagement. * All staff to use schemes of work chosen by Federation to inform planning. * Subject leads to conduct ‘deep- dives’ to ensure planning is being delivered effectively and expectations are high. Feedback shared with individuals and whole school areas for improvement identified. Training/ PDM sessions provided if necessary. * Engage in regular informal book looks alongside more in-depth quality assurance checks (by subject leads/ SLT) to ensure that marking, feedback and presentation policies are being adhered to. * Feedback given to staff from monitoring cycles to ensure teachers understand how best to improve attainment. * ECT mentors/ SLT/ Year group leads to ensure that appropriate differentiation strategies are used to meet the needs of all learners. * Staff must effectively challenge all pupils and extend more- able pupils across the curriculum. * Target just below expected through intervention and adult support to accelerate their progress and close the gap to ARE. * Consistent approach to Phonics teaching, following ‘Little Wandle’. * Continue to build staff knowledge of Phonics using Little Wandle training/ webinars, mentoring and PDMs * Strong emphasis on fluency in Reading and promotion of ‘Reading for Pleasure- library sessions and ‘stay and read.’ * Mastery approach to be embedded in daily Maths lessons. * Times Tables Rockstars to be set up for all Year 2 pupils. * Staff to follow recently updated long term English planning. * Staff to use planning guides made for each genre to ensure consistency, progression and to check grammar expectations. * Learning environments to support and inspire learners. * Staff training on early identification of SEND through the use of the SEND drive which is populated with resources to ensure a good quality first teach and information including ‘quick guides’ on different SEND needs. * Staff to all achieve Level 1 Autism training through Leeds For Learning. * Staff to work in conjunction with the Federation SENDCOs in order to ensure provision meets the needs of all learners. * SALT delivery * Targeted additional support and after-school enrichment activities provided for pupils | Arbor  Rising Stars  Hamilton Trust  Times Tables Rock stars  Get set for PE  Letter join  Little Wandle | All staff  SLT  Year Group Leaders  Subject leaders | Ongoing throughout year |
| **Behaviour and Attitudes** | * Behaviour policy applied consistently by all staff. * Behavioural plans are followed properly and up to date.Monitor the support that is given to specific children with behavioural needs, ensuring that it is meeting the needs of the child. * Regular learning walks to monitor behaviour and movement around school to maintain minimal disruption. * Communicate with lunchtime supervisors to review lunchtime routines as and when needed. * Support staff to mirror reward strategies used by teachers – focus on positive reinforcement and restorative practice. * Dedicate PSHE and circle time to build a positive and respectful classroom culture with a zero tolerance for bullying. * Support pupils to build resilience post lock down and be committed/take pride in learning. * Identify pupils who need additional intervention e.g. nurture, lego therapy, art therapy etc. | Islington Primary PSHE Scheme  CPOMS | All staff | Ongoing throughout year |
| **Personal Development** | * Teachers to deliver extra-curricular activities in the enterprise suite to support pupils’ health and social development. * Support staff with planning and delivering PSHE sessions around ‘Sex and relationships’ at an age appropriate level. * Classrooms to promote British values through codes of conduct, displays, choices of books etc. with a particular focus on appreciating diversity. * Inspire pupils to adopt more physically active lifestyles through sporting events and competitions. * Create opportunities for cultural development that motivate pupils and offer them life experiences. * Conduct informal PSHE drop-ins and monitor PSHE profiles to ensure lessons celebrate what pupils have in common, their differences and promote mutual respect. * Increase opportunities for pupils to engage with professionals outside of school setting to see relevance of curriculum in real-life context e.g. guest speakers, visitors. * Vulnerable groups (pupil premium, disadvantaged, SEND) to be given opportunities through after-school enrichment activities for academic and personal growth. | Enterprise Suite (£180 per class)  Mini busses  Guest speakers (TBC) | All staff | Ongoing throughout the year |
| **Leadership and Management** | * Ensure safeguarding is highly effective and that staff understand procedures to best communicate concerns and keep pupils safe. * Build team ethos and ensure that current team and new members of staff have a clear idea of school policies and practice. * Work closely with SEND team to ensure SEND pupils are supported to make progress and that inclusion takes place regularly in mainstream classes. * Ensure SEND children are effectively planned for by using information from SEND files and IEPS. * Send regular team updates via email. * Staff development through dialogue, training, coaching, mentoring and support. * Provide staff with continuous feedback throughout year and during termly appraisals, identifying areas for development. * Deliver Little Wandle training where needed. * Monitor learning environments * Support staff in using Arbor to track pupil attainment, collate data every term and identify target pupils in KS1. * Support staff in planning half termly assessment weeks, analyzing data and implementing actions * Consistent communication and feedback to SLT * Ensure school website content is up to date * Leaders have clear and ambitious vision, including inclusive education and training for all. Shared values, policies and practice * Wellbeing team to organise get-togethers. Bake off to be announced. * Monitor assessment files on google drive to ensure pupil attainment and progress is being recorded and reflected on. * Monitor and ensure all Google classrooms are providing homework and other learning opportunities. * Work alongside English Leader to ensure standards and outcomes in English are monitored and shared with SLT. * Work alongside Maths Leader to ensure standards and outcomes in all areas of the Maths curriculum are monitored. * Subject leaders to audit their subject and lead developments to achieve quality marks where appropriate. * Review and familiarise Y1 staff with new EYFS framework. * Share end of Year 1 and 2 expectations with EYFS staff- highlight areas that need emphasis. | Arbor  Google Classroom  Google drive  CPOMs | SLT  Subject leaders | Ongoing throughout year |