



Ladybridge Primary School
"Be the best that you can be"

Raising Attainment Plan 2021/2022 Spring Evaluation

Main Priorities

Covid-19 Recovery plan

Summer term assessments and pupil progress conferences highlighted groups of children with attainment that is below their target as a result of some or all of the following; missed education due to lockdown, isolation due to positive cases, closure of bubbles, not accessing live lessons and work (even with loaned technology, books, paper etc.).

Quality of Education

Ofsted Target: Teachers do not plan activities that build on pupils' knowledge and skills effectively in geography, science and history.

Ofsted Target: Pupils' handwriting and presentation across the curriculum are often of a poor standard.

Of Ofsted Target: The attainment and progress of pupils in key stage 1 have been low for several years.

Ofsted Target: Teachers do not challenge the most able pupils well enough to excel in all subjects.

School Target: To ensure that teachers and the Governing Body develop a curriculum that is inclusive of the National Curriculum and is both deep and rich with clear intentions, implementation and impact that is understood by teachers, support staff, children, parents and the Governing Body.

Behaviour & Attitudes

Ofsted Target: Attendance is lower than the national average. The rate of persistent absence is above average. Leaders have not analysed attendance data well enough to know how best to secure improvement.

Ofsted Target: Pupils become disengaged in their learning when they are not sufficiently challenged.

Personal Development

School Target: To ensure that the school values of respect, aiming high and resilience weave through the curriculum and the daily life of the school.

School Target: To ensure that children have the opportunity to participate in events outside school

School Target: To ensure that our children are responsible and respectful citizens

Leadership & Management

Ofsted Target: Leaders and managers have not ensured that the quality of teaching, learning and assessment is consistently good across the school. The progress that pupils make in reading, writing and mathematics varies between different year groups.

Ofsted Target: Governors do not have the knowledge that they need to challenge leaders well enough about pupils' performance. The self-evaluation of the school is over-generous.

Ofsted Target: Middle leaders do not have a good understanding of how well pupils do in subjects other than in mathematics and English.

School Target: To improve leadership to ensure a good judgement at the next Ofsted

Quality of Early Years Education

School Target: To develop the outdoor area further to ensure that it is print and number rich in opportunities

School Target: To ensure that early Interventions are carried out for vulnerable pupils to give them the best chance of leaving EYFS KS1 ready



Ladybridge Primary School
“Be the best that you can be”
September 2021 – July 2022

Covid-19 Recovery Plan

Covid-19 Recovery plan

Summer term assessments and pupil progress conferences highlighted groups of children with attainment that is below their target as a result of some or all of the following; missed education due to lockdown, isolation due to positive cases, closure of bubbles, not accessing live lessons and work (even with loaned technology, books, paper etc.).

Success Criteria: Affected groups of children will achieve their academic targets. Children with anxiety or affected behaviour will have a sense of wellness and will have good behaviour for learning.

Target / Actions	Completion Date	Person Responsible	Resources Required	Monitored by
<p>1. EYFS Baseline Assessments to identify children who are below their peers.</p> <p>Interventions: NELI, Tales Toolkit, Wellcomm, NCETM maths interventions and Read Write Inc catch up to be timetabled for children.</p>	Termly assessments/ pupil progress meetings	Kim Goodwin	Time/TA to deliver interventions	SLT
<p>2. KS1 Teachers to use summer term assessment data to identify children who are below their peers.</p> <p>Interventions: Read write Inc 1-1, Read Write Inc small groups, NCETM maths intervention, Wellbeing/ behaviour support to be timetabled for children.</p>	Termly assessments/ pupil progress meetings/ behaviour logs	Sarah Woodworth, Katie Kendry, Hayley Nugent	Time/TA/ Pastoral Manager to deliver interventions	SLT
<p>3. KS2 Teachers to use summer term assessment data to identify children who are below their peers.</p> <p>Interventions: Leicester Inference, Bespoke catch up for mastery of mathematics, times tables catch up for year 4 children; Learning Support Service, (LSS), Behaviour Support Service, (BSS)and bespoke wellbeing and mental health from the Pastoral Manager – Sarah Ratcliffe</p>	Termly assessments/ pupil progress meetings/ behaviour logs	Emily Burke, Patrick Fenwick, Amy Davidson	Time/HLTA/ Pastoral Manager to deliver interventions	SLT

Autumn term evaluation: EYFS: The baseline has been completed, children have been identified for interventions which are already underway. KS1: Read write Inc catch up has been very effective, 78% passed excluding resource, 70% including resource, 5 children achieved full marks, 13 children scored between 38 and 40. This is significant value added since September. KS2: Interventions are underway, Leicester Inference is already having a positive effect, covid tutoring started week beginning 15th November.

Spring term evaluation: Although pupil progress has been affected by absence related to covid and other illnesses further interventions and tutoring is planned to narrow gaps for children. Pupil progress is good in the EYFS.

Summer term evaluation:



Quality of Education Reading Focus

Success Criteria

1. All non-SEND children will pass the phonic test Autumn 2021 and June 2022
2. All non-SEND children will be at ARE by summer 2022
3. Children will read widely using the school library as a resource

Target / Actions	Completion date	Person Responsible	Resources required	Monitored by
1. All non-SEND children will pass the phonic test autumn 2021 <ul style="list-style-type: none"> • Read write Inc to be consistently taught to a high standard • Read write Inc Interventions to begin September • Read write Inc development days termly • Master Classes delivered by Hayley during Leadership time half termly • Covid catch up interventions 	November 2021	Sarah W/Katie K and Hayley N (Read Write inc lead)	RWInc devet day package £ ½ day leadership Hayley weekly	SLT/Governing Body
2. All non-SEND children will be at ARE by summer 2022 <ul style="list-style-type: none"> • Reading Skills/Vipers to be taught between 9.30-10.00 Tuesday to Friday Y2-6 • Leicester Inference to identified children (HLTA led) • Read Write Inc Intervention for year 2s lagging behind • Covid catch up interventions 	Summer 2022	Hayley Nugent and all teachers	½ day leadership Hayley weekly	SLT/Governing Body
3. Children will have a love of reading, will read widely using the school library as a resource <ul style="list-style-type: none"> • Weekly library sessions to begin in autumn term • Liz to train KS2 librarians during enrichment ready for independent use during lunchtime • Library to be open at play time and lunchtime • Children will develop personal choices and tastes for reading and will read for pleasure. 	Autumn 2021	Liz Milner	Liz time	SLT

Autumn Evaluation: 1. All non-SEND children passed the Phonic check in November 2021. 2. Autumn term pupil progress meetings and book looks show that pupils are making good progress. Interventions and covid tutoring has begun. 3 the library is used every day, pupil voice shows that they children in all age groups are developing a love of reading.

Spring Evaluation: CPD provided for early reading with a Read Write Inc development day on 8.3.22. Progress in reading is good throughout school. Children are self-managing the library at lunchtimes and morning play – a love of reading is really developing well. Reading interventions are becoming effective.

Summer Evaluation:

Quality of Education - Curriculum Focus

Success Criteria

1. Teachers will plan activities that build on pupils' knowledge and skills effectively in geography, science and history.
2. Pupils' handwriting and presentation across the curriculum will be good.
3. Teachers will plan and develop a curriculum that is inclusive of the National Curriculum and is both deep and rich with clear intentions, implementation and impact that is understood by teachers, support staff, children, parents and the Governing Body.

Target / Actions	Completion date	Person Responsible	Resources required	Monitored by
<p>1. Teachers will plan activities that build on pupils' knowledge and skills effectively in geography, science and history.</p> <ul style="list-style-type: none"> • Teachers to build on and embed the DEAL strategies. • Learning walks and book looks will show that children have appropriate challenge in all subjects. • Knowledge organisers will be used to throughout each learning challenge and each subject will be labelled with National Curriculum age appropriate learning intentions. The children will develop a range of skills and knowledge during a half term specifically to that subject. The teachers and children will reflect their progress against the National Curriculum throughout the half term. • Rigorous weekly book flicks/work scrutiny scrutiny is carried out weekly with a particular focus on geography, science and history; all teachers will be given feedback and targets. There will be more consistency in all classrooms, learning intentions will be clearer and skills will be developed in a sequence of lessons over time to ensure that learning is deep. 	<p>Summer 2022 Termly</p> <p>Half termly</p> <p>Weekly</p>	<p>Amy Davies All staff</p> <p>All teachers</p> <p>All subject leaders</p>	<p>Staff meeting time</p> <p>PPA</p> <p>SLT time</p>	<p>SLT/SSIA SLT/SSIA/Governing Body</p>
<p>2. Pupils' handwriting and presentation across the curriculum will be good</p> <ul style="list-style-type: none"> • Daily handwriting practice in every English lesson. • High expectations for presentation in all lessons from all staff. • Children to be given pen licences when their handwriting and presentation is good. 	<p>Autumn 2021</p>	<p>All staff</p>		<p>SLT/SSIA SLT/SSIA/Governing Body</p>
<p>3. The attainment and progress of pupils in key stage 1 will be good, all non-SEND pupils will be at ARE.</p> <ul style="list-style-type: none"> • Working with the NCETM and outstanding schools in the locality to develop maths mastery curriculum • Interventions will take place for children lagging behind in all phases, including covid catch up. • Appraisal target for all teachers linked to attainment a progress. • Pupil progress meetings termly. 	<p>Summer 2022</p> <p>Summer 2022</p>	<p>AHT/DHT Headteacher</p>	<p>Maths resources and release time (cost to be agreed) Headteacher time</p>	<p>SLT/SSIA SLT/SSIA/Governing Body</p>
<p>4. Teachers will plan and develop a curriculum that is inclusive of the National Curriculum and is both deep and rich with clear intentions, implementation and impact that is understood by teachers, support staff, children, parents and the Governing Body.</p> <ul style="list-style-type: none"> • All learning challenges to begin with a WOW event such as a trip or visitor to school (e.g. author). Theme weeks for science and days for art, music, Black history, LBGt/inclusion, safer internet, sport etc. to take place throughout the school year. 	<p>Termly</p>	<p>All teachers</p>	<p>INSET staff meeting time</p>	<p>SLT/SSIA SLT/SSIA/Governing Body</p>

<ul style="list-style-type: none"> Teachers to use subject TAFs alongside success criteria for all subjects to ensure that there is standardisation of assessment practice and that assessment informs pupils and teachers clearly identifying next steps and or support to achieve. The marking and feedback policy to be used to ensure high impact on outcomes for children. Teachers use marking and feedback to inform pupils of how well they are doing and what their next steps are. There will be an emphasis on self and peer assessment and children understanding how to improve their work. (See Covid-19 adjustment) There will be a clear writing process over a sequence of lessons that ensures depth and quality in a genre. Success criteria and TAFs for writing in all years will explicitly describe the standard that we are aiming for in each year group. 				
---	--	--	--	--

Autumn term evaluation: 1. Autumn term observations did not show high usage of DEAL teaching strategies; Mrs Davies is going to refresh staff during staff meeting time. Book looks show that consistency, a progression of skills and sequences of lessons are embedded now. Further development of the curriculum will enable curriculum themes to run through subjects more consistently. 2. Book looks show that presentation is good across the phases, Motor-skills is an intervention that is being carried out with children with fine motor difficulties. 3. Pupil progress meetings show that progress is good, interventions are in place for children who are lower than ARE. 4. Weekly book looks show that there are clear sequences of lessons that reflect the National Curriculum requirements, all teachers are working really hard to ensure that our diverse world is included in all planning and that the nine protected characteristics from the 2010 Equality Act are supported.

Spring term evaluation: 1. Spring term lesson studies are helping teachers and HLTAs to develop pedagogy that is both challenging and inclusive. 2. Weekly book looks show that presentation is continuing to improve. 3. Pupil progress has been affected by absence from both covid and non covid illnesses, this is particularly the case in year 3 maths and year 1 writing. Interventions have been planned from now until the summer term for specific children. 4. Weekly flicks and pupil voice show that a full broad and balanced curriculum is being taught with further enrichment to take account of children's interests and what is happening in the world.

Summer evaluation:

Quality of Education Outcomes

- Success Criteria**
- Teachers will challenge the most able pupils well enough to excel in all subjects.
 - The attainment and progress of pupils in key stage 1 will be good, all non-SEND pupils will be at ARE.
 - Children in our resource provision and mainstream with SEND receive high quality interventions and differentiated lessons to ensure that the curriculum is inclusive for all learners.
 - Children in receipt of pupil premium funding will make good progress and will attain in line with their peers.

Target / Actions	Completion date	Person Responsible	Resources required	Monitored by
<p>1. Teachers will challenge the most able pupils well enough to excel in all subjects.</p> <ul style="list-style-type: none"> Extra spicy challenges will be planned for all subjects to ensure GDS for able pupils. DHT/AHT to lead staff on the Mastery Curriculum supported by NCETM Appraisal and Pupil Progress meetings to monitor GDS. Book looks, pupil voice and learning walks to monitor GDS 	Summer 2022	SLT	SLT time	SLT/SSIA SLT/SSIA/Governing Body
<p>2. The attainment and progress of pupils in key stage 1 will be good, all non-SEND pupils will be at ARE.</p>	Summer 2022	AHT/DHT	Maths resources and	SLT/SSIA

<ul style="list-style-type: none"> Working with the NCETM and outstanding schools in the locality to develop maths mastery curriculum Interventions will take place for children lagging behind in all phases, including covid catch up. Appraisal target for all teachers linked to attainment a progress. Pupil progress meetings termly. 	Summer 2022	Headteacher	release time (cost to be agreed) Headteacher time	SLT/SSIA/Governing Body
<p>3. Children in our resource provision and mainstream with SEND receive high quality interventions and differentiated lessons to ensure that the curriculum is inclusive for all learners.</p> <ul style="list-style-type: none"> Chilli challenges will include SEND access to lessons Termly individual education plans will be devised in partnership with parents and children; these will be evaluated and developed as required. All EHCP children will have annual review with professionals as required. 	Termly	SENCO/Helen Parker	Release time for reviews	SENCO/SLT/SSIA/Governing Body
<p>4. Children in receipt of pupil premium funding will make good progress and will attain in line with their peers.</p> <ul style="list-style-type: none"> Pupil premium children will be identified at pupil progress meetings and if they are below ARE will be given appropriate interventions including covid catch up. Findings of the poverty audit will be used to plan further. 	Termly	SLT	Pupil premium funding	SLT/SSIA/SLT/Governing Body
<p>Autumn term evaluation: 1. Book looks show that the more able children have higher challenge. 2. Continued professional development of the maths mastery curriculum is leading to better progress outcomes, the autumn term data predicts that we will not have a negative progress measure for KS2 in 2022 for maths. 3. Significant support and interventions are proving effective for children with barriers to learning. Pupil premium children have been identified at pupil progress meetings – their progress is scrutinised to ensure that interventions including covid tutoring is effective in achieving accelerated progress.</p> <p>Spring term evaluation: 1. Pupil progress data and book looks show that more able children have chilli challenges that deepen understanding and allow mastery of the curriculum. A particular focus on vocabulary is allowing children to write in greater depth and to understand texts to a higher level. 2. Pupil progress is good, although children who have been ill due to covid and other illnesses have been identified for interventions where progress has not been as rapid. 3. Book looks and lesson visits show that our SEND children are fully included. 4. Autumn term phonic data for year 2 showed that we are making real progress in improving outcomes for our pupil premium cohorts.</p> <p>Summer term evaluation:</p>				



Behaviour & Attitudes

Success Criteria

1. Attendance to be at least at 95% for all pupils
2. Persistent absence will be inline with national.
3. Data analysis will be effective in securing improvement.
4. Pupils will be highly engaged in their learning.

Target / Actions	Completion Date	Person Responsible	Resources Required	Monitored by
<ol style="list-style-type: none"> 1. Attendance to be at least at 95% for all pupils 2. Persistent absence will be in-line with national. 3. Data analysis will be effective in securing improvement. <ul style="list-style-type: none"> • Headteacher/Admin Officer/Pastoral Manager to meet fortnightly with EWO to support families to get their children to school. • Where appropriate home visits will be carried out. • If families do not engage contracts with the LEA and fines will be issued • Support from the Pastoral Manager with bedtime and morning routines and signposting services. • Team Around the School meetings will have attendance on the agenda, professionals such as SA+ workers to support families. • Children with persistent absence will be monitored weekly. • Data will be analysed fortnightly with the Education Welfare Officer, Admin Officer and Headteacher, actions are carried out after each meeting. • Children who attend school for 97-100% each term are given a reward. 	Summer 2022	Trish Houghton Admin Officer Sarah Ratcliffe Pastoral Manager Emma Hill Headteacher LA EWO	Meeting release time	SLT/Governing Body
<ol style="list-style-type: none"> 4. Pupils will be highly engaged in their learning. <ul style="list-style-type: none"> • Learning walks will be carried out by the SSIA, Headteacher and Governors will show that the children are engaged in their learning and that the challenge in lessons is now good. • Exclusions and physical interventions will be rare or not at all. • Bespoke interventions for children with mental health/anxiety etc will be carried out in the HUB to ensure that children can be included and to avoid exclusion. • Pupils will have lessons and a range of activities which develop their understanding of keeping safe/safe-guarding issues. 	Termly Safer Internet day	SLT/Governing Body Sarah Ratcliffe Pastoral Manager	Time	SLT/SSIA SLT/SSIA/Governing Body

<ul style="list-style-type: none"> • Staff will have a good understanding of Fundamental British Values (FBV) and there is evidence of FBVs throughout the school and has had this as a key priority linked to the overall school aims and ethos. • Parents will feedback that they are happy with the standards of behaviour and the care and safety of their children, (see parent survey). • Pupil voice will show that children are able to articulate they feel safe, for instance during story and circle time sessions. • Children will have an age-appropriate understanding of how to stay safe and parents will be given literature and advice to support strategies to keep their children safe on line such as digital parenting and e-safety workshops have been held. • Children will demonstrate high levels of independence and use the environment effectively, showing awareness of the resources and how to use them. • The resource children and mainstream SEND children will develop independence and attend the residential, school clubs etc. 	<p>See very positive autumn questionnaire feedback</p> <p>Anti-bullying audit findings</p>	<p>Helen Parker PSHE lead</p> <p>SENCO Patrick Fenwick</p>		
<p>Autumn term evaluation: 1. We have had a change of EWO and Office staff which has allowed us to assess our current support for children with low attendance. We have had two meetings with our new EWO and she is providing training for the new office staff. We have had high levels of illness across the classes and with staff being affected as well.</p> <p>Spring Term evaluation: 1. Current attendance is low for all groups of pupils, in November, December and January we had significant absence due to confirmed cases of covid, (in one class we had four children who attended school during one of the outbreaks). Now that covid restrictions are lifted we have seen greater absence due to holidays during term time. All of the holiday absence is unauthorised, the families have been issued with an EPN, hopefully this will help to discourage further term time holidays.</p> <p>Summer term evaluation:</p>				



Ladybridge Primary School
 “Be the best that you can be”

September 2021 – July 2022

Personal Development

Success Criteria

1. To ensure that the school values of respect, aiming high and resilience weave through the curriculum and the daily life of the school.
2. To ensure that children have the opportunity to participate in events outside school
3. To ensure that our children are responsible and respectful citizens

Target / Actions	Completion Date	Person Responsible	Resources Required	Monitored by
<p>1. To ensure that the school values of respect, aiming high and resilience weave through the curriculum and the daily life of the school.</p> <ul style="list-style-type: none"> • Children will have weekly circles and PSHE lessons with a focus on understanding and demonstrating school values. • School values will be included in the planning of sequences of lessons consistently. • The children in our resource provision will be fully included in all school activities and have appropriate support and expert teaching as needed. • The RSE policy will be visible in planning and delivery of PSHE and RSE (see Matrix) 	Summer 2022	Helen Parker PSHE lead and SLT	Time for INSET and release	SLT/SSIA/Gov erning Body
<p>2. To ensure that children have the opportunity to participate in events outside school</p> <ul style="list-style-type: none"> • School will continue to participate in sport beyond the National Curriculum, such as a half marathon, football matches at Stockport County and Cheadle Town. • All children will have access to high quality music lessons and can learn to play an instrument, all year 3, 4, 5 and 6 children will have instrumental lessons funded by the In Harmony partnership with the Music Service; guitar and ukulele lessons are taught from EYFS to year 6. • The school choir will perform at events at the Town Hall, St. George’s church, and school events. • Year 4/5 will develop wider community links in 2020-21 by taking part in Linking Schools Project in conjunction with the Ethnic Diversity Service. • School will continue to have a strong link with All Hallows Church and attend services to celebrate Christian festival such as Harvest, Christmas and Easter. • School will continue to have a strong link with Stockport County Football Club, team players and sports coaches work with all children every week. 	Termly	Patrick Fenwick PE leader Emma Hill music leader Kim Goodwin RE leader	Time for INSET and release	SLT/SSIA/Gov erning Body
<p>3. To ensure that our children are responsible and respectful citizens</p>	Fortnightly	Emma Hill – School	Release time for training	SLT/SSIA/Gov erning Body

<ul style="list-style-type: none"> • The School Council are elected annually and meet fortnightly; they have an agenda and a voice. • The Head Boy and Head Girl are elected annually, every person in school, (staff and children), have one vote, the children represent the school at events, meet dignitaries and important visitors to school and ensure pupil voice. • Restorative Ambassadors are trained annually to support their peers in developing positive relationships, they help children to build positive relationships and resolve conflict. 	<p>Summer 2022</p> <p>Autumn 2021</p>	<p>council/Head Boy and Girl</p> <p>Helen Parker/Sarah Ratcliffe Restorative Ambassadors</p>		
<p>Autumn term evaluation: 1. The school values are on all displays and all Knowledge Organisers, the PSHE and RSE policies are embedded, each class has a Circle time and PSHE/RSE lesson each week. Children’s behaviour is consistently good, there have been no exclusions since November 2018 and no physical interventions this academic year. Pupil voice from anti-bullying shows that children feel safe in school. (See policy 2021). 2. Children have participated in various sporting events out of school this term, Ladybridge was chosen to lead all the schools in Stockport in the junior carol concert. 3. School Council has started, Head Boys and Girls are in place and Restorative Ambassadors are part way through their training.</p> <p>Spring term evaluation: As above and; Restorative Ambassadors are in place and are helping peers to resolve difficulties on the playground, the School Council organised a Film Night to raise money for Cancer Research UK; year 6 code club are attending a computing enrichment event at the University of Manchester.</p> <p>Summer term evaluation:</p>				



Ladybridge Primary School
 “Be the best that you can be”

September 2021 – July 2022

Leadership & Management

Success Criteria

1. Safeguarding will be effective
2. The quality of teaching, learning and assessment will be consistently good across the school.
3. All pupils in all classes will make good progress in reading, writing and mathematics.
4. Governors will have the knowledge that they need to challenge leaders about pupils’ performance.
5. The self-evaluation of the school will be accurate.
6. Middle leaders will have a good understanding of how well pupils do in subjects other than in mathematics and English.
7. 6. Good leadership will ensure a good judgement at the next Ofsted

Target / Actions	Completion Date	Person Responsible	Resources Required	Monitored by
<ul style="list-style-type: none"> • Safeguarding will be effective • Headteacher, DHT, AHT, all DSL trained to carry out safeguarding policy and practice. • SLT, Business Manager, Chair/Vice Chair of Governors Safer Recruitment trained • Weekly supervision meeting between DHT , Pastoral Manager and Headteacher • Termly meeting with Safeguarding Governor and Headteacher • Attendance at Safeguarding board meetings • Annual Safeguarding training for all staff • Annual Medical needs training for all staff • Half termly Team Around the School Meetings • Fortnightly EWO meetings • Annual Safeguarding audit will be carried out • Safeguarding policy will be amended annually 	ongoing good practice	Headteacher/ Governing Body	Time to attend and deliver training, carry out audits and carry out supervision	SLT/SSIA/Governing Body
<ul style="list-style-type: none"> • The quality of teaching, learning and assessment will be consistently good across the school. • Monitoring of teaching learning and assessment will be effective (see INSET/Staff meeting Schedule). • Appraisal/learning walks/lesson observations and pupil progress will be used as a tool to ensure that teaching learning and assessment is good. • RAG rated feedback and targets will be given to all teachers. • Links with outstanding schools (Alexandra Park), for mathematics will ensure that the mastery curriculum will be developed to improve maths outcomes. 	Summer 2022	Headteacher SLT/SSIA/Governing Body	Time for training and release for working with other schools	SLT/SSIA/Governing Body

<p>2. All pupils in all classes will make good progress in reading, writing and mathematics.</p> <ul style="list-style-type: none"> • The quality of teaching will be robustly monitored through learning walks, lesson observations and book looks. • Assessment will be triangulated at pupil progress meetings using evidence from tests, teacher assessments against TAFs and book looks. • Pupil progress will be understood by teachers fully and will be linked to appraisal targets. 	Summer 2022	Headteacher SLT/SSIA/Governing Body	Time for monitoring activities	SLT/SSIA/Governing Body
<p>3. Governors will have the knowledge that they need to challenge leaders about pupils' performance.</p> <ul style="list-style-type: none"> • Half termly Governing Body meetings will inform Governors about the progress that school is making towards good. • SSIA will support Governors in how to ask questions about pupil performance. • Governors will have a more visible presence in school, attending events, carrying out learning walks, book scrutiny, staff meetings and INSET. 	Autumn 2021	Headteacher and Governing Body	Time for meetings	SLT/SSIA/Governing Body
<p>4. The self-evaluation of the school will be accurate.</p> <ul style="list-style-type: none"> • Governors will be given accurate and timely data so that they can validate the accuracy of the SEF. • Governors will carry out book looks, subject leader conferences and visits to school for 2021-22. • The monitoring committee will meet half termly with the School Improvement adviser to ensure that the school continues to improve rapidly. 	Termly	Headteacher and Governing Body	Time for meetings	SLT/SSIA/Governing Body
<p>5. Middle leaders will have a good understanding of how well pupils do in subjects other than in mathematics and English.</p> <ul style="list-style-type: none"> • Middle leaders will evaluate their subjects, identifying priorities, planning action and evaluating impact. • Subject leader action plans will be evaluated termly and time will be given to teachers to carry out leadership tasks. • The governing body will attend an annual scrutiny twilight to monitor subjects other than English and Mathematics. • Knowledge organisers will be used consistently to begin each learning challenge and each subject will be labelled with age appropriate learning intentions. The children will develop a range of skills and knowledge during a half term specifically to that subject. The teachers and children reflect their progress against the National Curriculum throughout the half term. • Rigorous RAG rated scrutiny will be carried out at least half termly and all teachers will be given feedback and targets. 	Termly	All subject leaders	Time for cover for subject leader tasks	SLT/SSIA/Governing Body
<p>6. Good leadership will ensure a good judgement at the next Ofsted</p> <ul style="list-style-type: none"> • The school will have this Raising Attainment Plan (RAP) which clearly reflects, and aligns with, the SSE and Ofsted targets. • Rigorous monitoring and robust appraisal will take place termly. 	Termly and ongoing, achieved by summer 2022	Headteacher /Governing Body	Time for monitoring	SLT/SSIA/Governing Body

- Evidence will be drawn from triangulating pupil progress, book looks, observation of teaching and learning walks.
- Health and Safety termly audits will be carried out by the Health and Safety team and Governor and there will be an annual LA audit which will be good.

Autumn term evaluation: 1. Tom Morrison – Safeguarding governor conducted and safeguarding review and found the Safeguarding processes in school to be effective and fit for purpose. 2. Weekly flicks, lesson observations and subject leadership show that the curriculum is good, all subjects are being developed. Mastery of number training has begun and teachers are starting to develop this additional tool to their teaching of maths. 3. Governors attended a subject leader presentation meeting, have attended an EYFS meeting, carried out learning walks for Safeguarding and Health and Safety. Governors have produced positive reports from their scrutiny. 4. Governors and Nicki White SSIA support the schools SEF judgement as good. 5. Weekly flicks and SLT scrutiny of books how that leadership of subjects is good. Governing body provided positive feedback from their meeting with subject leaders on 28.9.21. 6. The Governors and Nicki White SSIA support the schools SEF judgement of good.

Spring term evaluation: 2. As above and; the single central record was analysed by the Health and Safety Governor Ash Tucker – it was in good order. Governors have planned lesson visits before we break for Easter with a particular focus on maths mastery. Lesson study in KS2 and KS1 have formed further development of pedagogy for teachers and HLTAs. Pupil progress is strong.

Summer term evaluation:



Ladybridge Primary School
 “Be the best that you can be”
September 2021 – July 2022

Quality of Early Years Foundation

Success Criteria

1. To maintain the good judgement for EYFS
2. To continue to develop the outdoor classroom to make it print and numerate rich
3. For all non-SEND EYFS children to attain the Early Learning Goals

Target / Actions	Completion Date	Person Responsible	Resources Required	Monitored by
1. To maintain the good judgement for EYFS <ul style="list-style-type: none"> • Staff to attend EYFS training and work closely with local schools to build on good practice. 	Summer 2022	Kim Goodwin	Time to visit other settings	SLT/SSIA/Governing Body
2. To continue to develop the outdoor classroom to make it print and numerate rich <ul style="list-style-type: none"> • Continue to improve the learning environment in the EYFS both indoors and outside by ensuring that the environment is print rich and has good communication friendly spaces for all learners. • Share good practice with other settings and learn from them too. • Regular monitoring and targets linked to appraisal used to motivate staff to continue to build on the good practice. 	Summer 2022	Kim Goodwin	Time to visit other settings	SLT/SSIA/Governing Body

<p>3. For all non-SEND EYFS children to attain the Early Learning Goals</p> <ul style="list-style-type: none"> • Early baseline assessment used to identify children at risk of not attaining the ELGs and interventions such as WELLCOMM/Read Write Inc 1-1 sessions, NELI, Maths mastery and covid catch up to be in place by October half term. 	June 2022	Kim Goodwin	Nursery Nurse time to carry out interventions	SLT/SSIA/Governing Body
<p>Autumn term evaluation: 1. The EYFS CPD has ensured a smooth transition to the new Statutory Framework. Training in Mastering number and Drama, Engagement and Active Learning in EYFS is being undertaken. 2. Unfortunately the outdoor area was vandalised earlier in the term, some outdoor equipment was damaged, the EYFS leader is currently purchasing new equipment. 3. This year the Baseline Assessment shows that the many of our children are below or significantly below expected levels of school readiness. The EYFS team are teaching basic skills for self-care, communication and Language and personal and social development. Early interventions are underway to support the children to make rapid progress.</p> <p>Spring term evaluation: As above and; The class teacher Kim Goodwin, has undertaken CPD for Mastering Number (part of the NW Maths Hub professional development), pupils are gaining a depth of understanding of numbers and the number system. Lesson visits show how effective this is. Resources have been ordered to support the teaching of number in EYFS. Kim has also accessed training for DEAL and has planned immersive learning for stories to develop vocabulary and imagination. The impact of this can be seen in the children's progress.</p> <p>Summer term evaluation:</p>				



Ladybridge Primary School
 “Be the best that you can be”
September 2021 – July 2022

Wellbeing

Success Criteria

A sense of wellbeing will be visible throughout school, school will be inclusive with every person valued; vulnerable groups will be well supported and there will be recognition of the importance of wellbeing throughout the organisation.

Target / Actions	Completion Date	Person Responsible	Resources Required	Monitored by
<p>1. To have a wellbeing policy that is fit for purpose</p> <ul style="list-style-type: none"> • Headteacher and Wellbeing lead (Helen Parker) to ensure that the wellbeing policy is visible and understood by all staff • Governing body to edit, approve and ratify the Wellbeing policy. 	Feedback at Autumn term governing body meeting 2021	Headteacher, wellbeing lead and Governing Body.	Time	Governing body
<p>2. To ensure that the RSE policy is visible and understood by staff, children and families.</p> <ul style="list-style-type: none"> • Invite parents in for a stay and learn event for RSE to myth bust things that parents may have heard on social media etc. 	Set date for stay and learn	Emma Hill and Helen Parker	Time	Governing Body

<ul style="list-style-type: none"> Link policy to the curriculum and weekly circle lessons, PSHE lessons and whole school events such as anti-bullying day and Internet Safety day 				
<p>3. To embed the principles and actions of wellbeing for adults and children in school.</p> <ul style="list-style-type: none"> Staff wellbeing board in Staffroom with ideas to promote wellbeing Staff will have access to wellbeing services and opportunities. Stress risk assessments will be carried out by the Headteacher and regularly reviewed to ensure that appropriate adjustments are made for adults as needed. Children will be referred to the HUB for wellbeing interventions support as needed. All classes will be taught wellbeing strategies as part of circle work and PSHE. Sarah Ratcliffe to lead staff meeting on Mental Health First Aid. Sarah Ratcliffe to deliver bespoke wellbeing interventions for children identified through the termly wellbeing audit, teacher referral or as a result of the monthly screening of behaviour files. The 5 ways to wellbeing will be promoted around school by all staff. Covid-19 risk assessments for individual members of staff carried out and regularly evaluated (at least termly) 	Summer 2022	Headteacher/ Helen Parker/ Sarah Ratcliffe and Governing Body	Time	Governing body
<p>Autumn term evaluation: 1. The wellbeing policy is in place. 2. Parents attended a meeting in the summer term, the autumn term meeting was cancelled on the advice of covid advice from PHE. 3. The annual wellbeing survey was carried out, children who scored low are being supported by Sarah Ratcliffe (Pastoral Manager); Sarah has trained the staff on Mental Health first aid. Behaviour files are securitised each month, the information is used to support children and if needed adults to help improve relationships and wellbeing.</p> <p>Spring term evaluation: As above and; The spring term wellbeing survey for all children has been completed. The survey generated some low scores again for some children. Some children reported that they felt unloved, unsafe and unhappy. The results have been analysed by Helen Parker and Sarah Ratcliffe. Sarah is currently undertaking Senior Mental Health lead training and Emotional Literacy training. The skills that she develops will help her to support the children and families further. We will be continuing with support for children’s mental health and wellbeing as we know that this contributes to children having good learning behaviours. As reported to Governors at committee meetings we have had significant sickness absence in the staff team as well as with the children, particularly in this academic year. Some is Covid related, we have two big waves through school in December and January, some is long term sickness and general colds, coughs and sickness. The absence isn’t anybody’s fault, but it has had a knock on effect for workload for teachers and support staff who have been covering absence as well as carrying out their own roles. It is worth noting that everyone has rallied round to make sure that the children have the very best opportunities still and that support for planning and resources has been given.</p> <p>Summer term evaluation:</p>				

Autumn INSET training 2021	Spring INSET training 2022	Summer INSET training 2022
01.09.21. INSET a.m. Safeguarding; Show Racism the red card, PPA	06.01.22. INSET : Team Teach all staff	20.04.22. Maths mastery
07.09.21. subject leader action plans ready for 28 th September meeting	07.01.22. INSET : EYFS, Art sketch books, maths mastering number and bar model morning, hot marking and feedback policy; google classroom check-in afternoon	26.04.22. DEAL strategies for teaching
14.09.21. Medical needs mandatory training all staff	11.01.22. Developing equality objectives together (following on from Show Racism the red card training)	27.04.21. Circle work PSHE
21.09.21. Show Racism the red card training	18.01.22. Behaviour policy development	03.05.22. writing cycle and assessment of writing
28.09.21. Subject leader Governing Body Meeting 2 hours 3.30 – 5.30	25.01.22. Subject leader progression of skills in 4 year cycle.	10.05.22. EYFS maths lesson study planning
05.10.21. Preparation for Local Authority Review on 19 th October	01.02.22. Lesson study planning maths lessons in trios	17.05.22. subject leader time
12.10.21. Preparation for Local Authority Review on 19 th October	08.02.22. EYFS framework changes	24.05.22. EYFS lesson study reflection
19.10.21. Debrief from Local Authority Review	21.02.22. INSET : Lesson study review, Safeguarding and e-safety (possible manual handling as well)	16.06.22. Report writing
22.10.21. INSET all staff – feedback from Local Authority review, planning next steps ready for Ofsted	24.02.22. subject leader time	23.06.22. computing
04.11.21 Mental Health First aid – Sarah Ratcliffe	03.03.22. Lesson study planning KS1 maths	07.07.22. safeguarding
11.11.21. Google classroom	10.03 22. Reviewing KS1 maths lesson	14.07.22. Transition information for new classes
18.11.21. Parent consultations Tuesday and Thursday.	17.03.22. Parent Consultations Tuesday and Thursday	21.07.22 Transition information for new classes
25.11.21. SEND paperwork peer review	24.03.22. SEND review and SEND update	
02.12.21. Vocabulary revisit – Bring and Brag, what has gone well.	31.03.22. Website use for teachers	
09.12.21. maths mastery		
16.12.21. Time back for Governing body meeting (28.09.21)		

Spring Data

EYFS

The data for EYFS shows that children are making good progress from their starting points, the interventions especially those for speech and language are having a positive effect on progress. The Early Years Curriculum has changed significantly in terms of assessment, there is less emphasis on summative assessment and much more emphasis on interactions during play to extend children's learning. The teachers have embraced this change of practice. Mrs Goodwin very kindly presented to the Governing Body on 22nd November, this meeting was well attended by Governors, the curriculum and assessment process was explained along with a guided tour of the learning environment and how it all links together, the data below shows progress from autumn to spring, there are two Resource pupils in EYFS who will not make typical progress due to their barriers to learning; the grey cells in the table show children who are Pupil Premium.

Reception – BASELINE/SPRING RESULTS 2021-2022

READING

Name	Baseline	Target	Spring	Summer
	3-4d	2	R D	
	0-3d	1	0-3S	
	0-3s	2	3-4S	
	0-3s	1	3-4S	
	3-4s	2	R E	
		1	0-3E	
	3-4e	1	3-4D	
	0-3e	1		
	3-4d	2	R D	
	3-4s	2	R E	
	0-3s	2	R E	
			R E	
	3-4s	2	R D	

WRITING

Name	Baseline	Target	Spring	Summer
	3-4s	2	R E	
	0-3e	1	0-3D	
	0-3d	2	3-4S	
	0-3d	1	3-4D	
	3-4d	2	R E	
		1	0-3E	
	0-3s	1	3-4D	
	0-3e	1		
	3-4e	2	R E	
	3-4d	2	3-4S	
	0-3d	2	R E	
			3-4S	
	3-4d	2	R E	

MATHS - NUMBER

Name	Baseline	Target	Spring	Summer
	3-4d	2	R E	
	0-3s	1	3-4E	
	3-4s	2	R E	
	3-4e	1	3-4S	
	3-4s	2	R E	
		1	0-3E	
	3-4e	1	3-4D	
	0-3e	1		
	3-4s	2	RE	
	Rec	2	RE	
	3-4d	2	RE	
			3-4S	
	Rec	2	RE	

READING Number of children on track to meet target	WRITING Number of children on track to meet target	MATHS Number of children on track to meet target
9/13 75% (69)	7/13 58% (54)	9/13 75% (69)
Number of children on track to meet Reception goals	Number of children on track to meet Reception goals	Number of children on track to meet Reception goals
5/13 42% (38)	5/13 42% (38)	7/13 58% (54)

Key Stage 1 and 2

We are really pleased with the progress that the children made since September 2021. In every class in most year groups the progress is good and children are on track to meet their targets. Absence due to covid and other illnesses has affected some children's progress – year 1 writing, year 3 mathematics particularly. The data from these classes and for individual children has been forensically analysed and the interventions between now and the summer term will be allocated to those children who have gaps.

There is still some anxious behaviour in some children, (see wellbeing), in response to this we are providing targeted support through the Pastoral Manager. The 15 hours of tutoring began week beginning 15th November with children identified through pupil progress meetings; the next wave of tutoring will begin at the end of March until the end of the summer term.

Year 1 to 6 - PAG and SPRING 2022 attainment analysis – Progress scores and attainment

Colour	Column 5 and 6
	% 6% or more above previous key stage/target ARE
	% same or up to 5% above previous key stage/target ARE
	% within 10% below previous key stage/target ARE
	% between 10% and 20% below previous key stage/ target ARE
	% more than 21% below previous key stage/target ARE

(Brackets shows % excluding resource data)

READING

Year group	Number of children from Low on track to meet ARE	Number of children from Mid on track to meet ARE	Number of children from High on track to exceed ARE	% in MID/HIGH attain groups at end of previous <u>stage</u>	% of whole class on track to meet target (or more)	Prediction ARE+
1	2/9	8/8		61% (53)	11/17 73% (65)	10/17 67% (59)
2	2/10	8/8		50% (45)	10/18 63% (56)	10/18 63% (56)
3	2/5	9/9	1/1	83% (71)	11/15 85% (73)	11/15 85% (73)
4	8/11	10/10	2/2	50%	20/23 87%	20/23 87%
5	6/12	9/10	6/7	63% (61)	23/29 82% (79)	21/29 75% (73)
6	12/20	7/8		50% (47)	23/28 85% (82)	19/28 70% (68)

WRITING

Year group	Number of children from Low on track to meet ARE	Number of children from Mid on track to meet ARE	Number of children from High on track to exceed ARE	% in MID/HIGH attain groups at end of previous stage	% of whole class on track to meet target (or more)	Prediction ARE+
1	0/9	7/8		61% (53)	8/17 53% (47)	7/17 47% (41)
2	1/10	6/8		50% (45)	7/18 44% (39)	7/18 44% (39)
3	1/6	7/8	1/1	58% (50)	10/15 77% (67)	9/15 69% (60)
4	3/11	12/12		50%	19/23 83%	15/23 65%
5	2/13	13/15	1/1	59% (57)	19/29 68% (57)	16/29 55% (57)
6	7/21	6/7		43% (38)	15/28 56% (54)	13/28 48% (46)

MATHEMATICS

Year group	Number of children from Low on track to meet ARE	Number of children from Mid on track to meet ARE	Number of children from High on track to exceed ARE	% in MID/HIGH attain groups at end of previous stage	% of whole class on track to meet target (or more)	Prediction ARE+
1	2/6	9/11		69% (60)	12/17 80% (71)	11/17 73% (64)
2	1/9	9/9		56% (50)	10/18 63% (56)	10/18 63% (56)
3	0/5	6/9	1/1	75% (64)	9/15 69% (60)	7/15 54% (47)
4	6/10	11/13		11/20 55	18/23 78%	17/23 74%
5	8/14	9/9	6/6	16/28 59% (57)	23/29 82% (79)	23/29 82% (79)
6	13/21	5/5	2/2	43% (38)	24/28 89% (86)	20/28 74% (71)

Resource Class Pupil Progress

It is difficult to target set for the Resource class due to the complexity of their individual needs, all of the children are making progress and the classroom is purposeful and set up to meet the needs of the 9 children from EYFS to year 6.

READING

Name	Current Year	EYFS	Y1	Y2	Y3	Y4	Y5	Target	Autumn	Spring	Summer
	R									B3 E	
	1							1M	1E	1E	
	1	30-50d						PS2 20%	30-50d	PS2 33%	
	2		1BL					PS2 70%	PS2 59%	PS2 59%	
	2	30-50e	PS2 8%					PS2 70%	PS2 21%	PS2 44%	
	3	22-36d	PS2 41%	PS2 67%				PS3 20%	PS2 69%	PS3 8%	
	3	22-36d	PS1 58%	PS2 31%				PS2 50%	PS2 31%	PS2 35%	
	5	30-50e	PS5 25%	PS8 15%	1E+ 46%	1E+ 54%		1M 20%	1E+ 56%	1E+ 58%	
	6				2E 47%	2M 46%	2M 69%	3E 20%	2M 73%	2M 76%	

WRITING

Name	Current Year	EYFS	Y1	Y2	Y3	Y4	Y5	Target	Autumn	Spring	Summer
	R									B3 E	
	1							1M	1E	1E	
	1	30-50d						PS1 60%	30-50d	PS1 77%	
	2		1BL					PS2 60%	PS2 43%	PS2 45%	
	2	22-36e	PS1 63%					PS2 20%	PS1 65%	PS2 21%	
	3	22-36s	PS2 47%	PS2 62%				PS3 20%	PS2 64%	PS3 27%	
	3	16-22s	PS1 74%	PS2 38%				PS2 50%	PS2 40%	PS2 53%	
	5	30-50e	PS6 31%	PS7 48%	1E+ 7%	1E+ 39%		1M 20%	1E+ 41%	1E+ 46%	
	6				1E 62%	1E+ 70%	2M 12%	2M 50%	2M 21%	2M 27%	

MATHS (Number)

Name	Current Year	EYFS	Y1	Y2	Y3	Y4	Y5	Target	Autumn	Spring	Summer
	R									B3 E	
	1							1M	1E+	1E+	
	1	30-50d						PS2 20%	30-50d	PS2 37%	
	2		1BL					PS3 50%	PS3 15%	PS3 15%	
	2	22-36e	PS2 29%					PS3 20%	PS2 77%	PS3 17%	
	3	30-50d	PS3 27%	PS3 58%				1E 20%	PS3 60%	PS3 77%	
	3	22-36d	PS3 4%	PS3 56%				1E 20%	PS3 67%	PS3 79%	
	5	22-36d	PS7 10%	PS8 69%	1E+ 6%	1E+ 30%		1M 20%	1E+ 38%	1E+ 40%	
	6				1E 73%	2M 0%	2M 16%	2M 50%	2M 19%	2M 24%	

<u>READING</u> Number of children on track to meet target	<u>WRITING</u> Number of children on track to meet target	<u>MATHS</u> Number of children on track to meet target
5/9 56%	5/9 56%	6/9 67%

Year 2 Phonic Assessment November 2021. Although we are only reporting this to the Local Authority rather than the DfE we are really proud that 78% of the year 2 children passed the test excluding resource and 70% passed including resource. This is a cohort of 20 children and includes a child who didn't sit the test as they have moved out of the area and have not attended school in November, but are still on our data base: if we remove this child from the data we have 82%. The pass mark is usually around 32/40, 13 of the children scored between 38/40 to full marks, 4 children scored full marks. This gives us really strong evidence of the effectiveness of the phonic teaching and the interventions that are being carried out. Additionally; given the current difficulties of lost learning due to Covid the data is a really big achievement.

Context of children

	Year N1	Year N2	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Free School Meals	33.33% 1	11.11% 1	76.92% 10	29.41% 5	33.33% 6	46.67% 7	26.09% 6	48.28% 14	17.86% 5	35.48% 55
English as Add'l Language		44.44% 4	38.46% 5	23.53% 4	22.22% 4	46.67% 7	26.09% 6	20.69% 6	53.57% 15	32.90% 51
Pupil Premium	33.33% 1	11.11% 1	76.92% 10	35.29% 6	38.89% 7	46.67% 7	30.43% 7	58.62% 17	21.43% 6	40.00% 62
Medical Condition		11.11% 1	15.38% 2	23.53% 4	16.67% 3	13.33% 2	13.04% 3	20.69% 6	10.71% 3	15.48% 24
Service Children								3.45% 1	3.57% 1	1.29% 2
In Care					5.56% 1				3.57% 1	1.29% 2
Young Carer								3.45% 1		0.65% 1
More Able								6.90% 2		1.29% 2
SEN Needs		33.33% 3	23.08% 3	29.41% 5	38.89% 7	33.33% 5	34.78% 8	27.59% 8	42.86% 12	32.90% 51
SEN Status		33.33% 3	23.08% 3	29.41% 5	38.89% 7	33.33% 5	30.43% 7	24.14% 7	35.71% 10	30.32% 47

In the national January census in 2021 20.8% of children nationally were entitled to free school meals (FSM), we are significantly higher at 35%. 19.3% children nationally have English as an additional language, we have 33%, our school is becoming increasingly diverse which is wonderful and enriching but also brings it's own difficulties in terms of provision and resources such as dual language books. National for children with Special Educational Needs and Disabilities (SEND) was 12.2%, we are significantly higher at 32%. National for all SEND children with Education Health and Care plans was 3%, at Ladybridge we have 8% (March 2022) this again is much higher than national and presents problems in terms of meeting the complex needs of children with such a small staff team.

The mobility of the cohorts has been discussed as a challenge in all Governing Body committee meetings this year, this is particularly the case in year 6 where we have had 11 new starters this year. When the cohort is analysed there are only 3 children in the class without a barrier for learning and this cohort has gone from having one children with an EHCP to three children. One thing for governors to note is that the year 6 cohort information, in September we had 18 children, including one child with an EHCP and 28% Pupil Premium. As this is a SATs year, this is presenting us with a unique challenge in terms of preparing a more than 30% pupil increase to be ready to take exams.

24 new children have started in KS1 and 2 since September 1st, only 4 are in KS1 (and two children have left KS1 this term), 20 are in KS2, mostly upper KS2. Although we absolutely need more pupils this has really put pressure on the KS2 classes which are significantly larger than KS1 and as some have joined after the autumn census we won't be given any additional funding this year.

Attendance

We have worked closely with the Education Welfare Service, with other agencies and with parents to improve our attendance and to narrow the gap for pupil premium and non-pupil premium children. If we look at the FSM/non-FSM children we are achieving this, if we look at pupil premium/non-pupil premium

there is a difference of 2.5% (approx.), year 6 is particularly marked where this is the case. We have a pupil in year 6 with anxiety based school refusal, and this one pupil is the % difference, because our cohorts are so small one child can have a huge % effect.

Since our return to school in September we have had very high levels of illness both covid and other illnesses. This has continued into the spring term in our staff and pupil cohorts. We are continuing with increased hygiene, handwashing and using hand gel with the children. We have had three holidays taken during term time that are unauthorised, we have reported this to the Local Authority to issue an Education Penalty Notice to the families and hope that this give the message that attendance at school is very important especially given the time lost due to the pandemic.

Session Attendance Summary (01 Sep 2021 - 07 Mar 2022) for Attendance

	Year N1	Year N2	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
All (Current)	86.75%	92.04%	93.53%	92.24%	92.15%	92.07%	93.31%	93.25%	89.24%	92.14%
Male	85.42%	91.81%	91.91%	91.66%	91.62%	90.40%	94.18%	94.08%	88.02%	91.53%
Female	88.57%	92.19%	97.99%	93.38%	92.98%	94.41%	92.49%	92.25%	92.50%	93.06%
FSM	88.57%	75.73%	94.69%	92.49%	95.56%	93.11%	92.70%	92.07%	88.93%	92.79%
Not FSM	85.42%	93.40%	88.17%	92.13%	90.45%	91.10%	93.52%	94.41%	89.30%	91.77%
CLA	0%	0%	0%	0%	83.49%	0%	0%	0%	98.00%	90.43%
Not CLA	86.75%	92.04%	93.53%	92.24%	92.66%	92.07%	93.31%	93.25%	88.89%	92.16%
CLA or FSM	88.57%	75.73%	94.69%	92.49%	93.80%	93.11%	92.70%	92.07%	88.93%	92.61%
Not CLA or FSM	85.42%	93.40%	88.17%	92.13%	91.09%	91.10%	93.52%	94.41%	89.30%	91.86%
Pupil Premium	88.57%	75.73%	94.69%	93.80%	93.80%	93.11%	93.16%	92.02%	75.44%	91.30%
Not Pupil Premium	85.42%	93.40%	88.17%	91.39%	91.09%	91.10%	93.37%	95.14%	93.61%	92.75%
EAL	0%	88.56%	94.90%	85.96%	96.06%	95.43%	94.94%	94.51%	93.45%	93.56%
Not EAL	86.75%	94.34%	92.57%	94.14%	91.02%	88.95%	92.70%	92.96%	84.53%	91.45%
SEN	0%	88.67%	86.76%	89.51%	92.51%	87.69%	91.75%	94.79%	85.64%	89.96%
Not SEN	86.75%	93.46%	95.09%	93.36%	91.92%	94.01%	94.06%	92.74%	91.69%	93.13%

Barriers to learning: The census taken in October 2021 shows that we have 35% of children entitled to Free School meals, this is higher than national which is 19%. We know from our relationships with parents that many of our working families are experiencing poverty even those not entitled to FSM funding. We are supporting our families by providing food, food bank vouchers, clothing etc. as well as signposting support services such as debt management, housing clothing and food banks. The October 2021 School Profile from the census shows that Ladybridge Primary School has 135 pupil excluding nursery, 87 of these pupils live in the 25% most deprived areas, this is 64% of the school which is significantly higher than the LA average of 21%. The school is ranked 4 in terms of the number of pupils with Special Educational Needs compared to all other Stockport schools. There are 12 pupils with EHCPs which is 8% of the school, this is significantly higher than national which is 3%. 38 children, 24% have ethnicity other than white British, 29 children, 22% who have

English as an additional Language. We have a growing group of children who identify and are supported by Young Carers. We have Looked After and previously looked after children.

Ladybridge Primary School SEND Report for Governors	
Date	1 st October 2021
SENCo	Patrick Fenwick
Inclusion Governor	Ash Tucker

SEND Profile of Ladybridge PS – September 2021						
Number of children on roll	Number of children on SEND register		Percentage of school population on SEND register		Comparison to National percentage with SEND	
140	36		25.7%		+9.8%	
National figures (July 2021) SEND 15.9% of school population						
Children at SEND Support						
Number of children on roll	Number of children at SEND Support		Percentage of school population at SEND Support		National percentage at SEND Support	
140	26		18.5%		+6.3%	
National figures (July 2021) SEND Support 12.2% of school population						
Children with Education, Health and Care Plans (EHCP)						
Number of children on roll	Number of children with EHCP		Percentage of school population with EHCP		National percentage with EHCP	
140	10		7.1%		+3.4%	
National figures (July 2021) EHCP 3.7% of school population						
Profile of groups						
	Number		% of school population		% of SEND population	
	SEND Support	EHCP	SEND Support	EHCP	SEND Support	EHCP
SEND girls	11/140	1/140	8%	1%	31%	3%
SEND boys	15/140	9/140	11%	6%	42%	25%
SEND Pupil Premium	6/140	3/140	4%	2%	17%	8%
SEND English as an Additional Language (EAL)	8/140	2/140	6%	1%	22%	6%
SEND Children Looked After (CLA)	0/140	0/140	0%	0%	0%	0%
NB - New child joined school after register completed – CLA/EHCP						

To be added to register in February 2022.

Overall quality of provision for children with SEND

Ofsted Inspection Report 27-28th November 2018

“The school provides good support for pupils with special educational needs and/or disabilities (SEND). As a result, they make good progress.” (page 1)

“The leadership of SEND is effective. Pupils with SEND, and pupils in the resourced provision, receive secure support from staff, in line with their individual, specific plans.” (page 4)

“The teaching, learning and assessment in the resourced provision for pupils with SEND are tailored to meet the varied needs of the pupils. Teachers ask questions effectively to engage the pupils in their learning. Established routines ensure that these pupils continue to make good progress according to their individual needs.” (page 6)

“The pupil premium funding has been used effectively to ensure that disadvantaged pupils make progress in line with their peers. The progress of disadvantaged pupils leaving Year 6 has increased in reading, writing and mathematics for three consecutive years.” (page 7)

“Pupils with SEND and those in the resourced provision make good progress in relation to their individual targets. Pupils were observed during the inspection working alongside their mainstream peers with little need for direct adult intervention. Pupils are developing their independence skills well.” (page 8)

On 21st May, SEND provision was monitored by our SIP (Nikki White) in a ‘One Voice Conversation’

See Appendix 1 for the report of this conversation.

Achievement of children with SEND

Year group	Reading		Writing		Maths				
	% Ladybridge SEND children at expected levels Summer 2020	% nationally at expected levels – End of Year figures.		% Ladybridge SEND children at expected levels Summer 2020	% nationally at expected levels – End of Year figures.		% nationally at expected levels – End of Year figures.		
		KS1	KS2		KS1	KS2		KS1	KS2
Year 1	17%	No National data		17%	No National data		17%		No National data
Year 2	25%			25%			25%		
Year 3	17%	No National data		17%	No National data		17%		
Year 4	0%			0%			0%		
Year 5	10%			20%			10%		
Year 6	25%			25%			38%		

Reviews of policy etc

Policy	SEND Policy	School Information Report	Accessibility Policy
Date reviewed	Autumn 2020	October 2021	October 2020
Comment	Ratified by Governors Spring 2021	By SENCo	By SENCo – policy to 2023

SEND Staffing

We presently have 9 children in our Resource Base. Their needs are addressed by 1 full-time teacher and a team of 3 Full Time Equivalent staff (2 FT staff and 2 0.5 PT staff).

NB – in October 2019 staffing was 1 full-time teacher and 4.5 Full Time Equivalent staff (3 FT staff and 3 0.5 PT staff).

We have 0 children in mainstream with EHCP with allocated hours support:

NB – Our Year 6 new pupil with EHCP (joined September 2021 after SEND register finalised) has 15 allocated hours.

- Another Year 6 pupil who currently has a draft EHCP has yet to have allocated hours finalised.

Additional SEND Staffing

Nursery

- PT (0.4) Teaching Assistant (TA) – Enhanced Funding applied for and obtained April 2021 for Summer term and July 2021 for Autumn term 2021/Spring/Summer term 2022.

Year 3/4

- PT (0.5) Teaching Assistant (TA) – supporting SEND pupil.

Continuing Professional Development provision for staff

In 2019-20, the following INSET was provided for staff:

2.9.19 INSET session – Effective SEND documentation / annual SEND cycle (Teaching Staff)

3.9.19 – Working with anxious pupils (Teaching Staff)

In 2020-21, the following INSET has been provided for staff:

8.9.20 INSET session – Current issues in SEND provision/Effective SEND documentation / annual SEND cycle (Teaching Staff)

19.11.20 Peer review of SEND documentation (Teaching Staff)

24.6.21 Peer review of SEND documentation (Teaching Staff)

Pupil Voice/ Parent and Carer Voice

The last time we were able to ask for Parental View was at the Parents' Interviews in November 2019 (to see the outcome of this, see Appendix 2).

As an action point, I will be looking to restart our Parent Forum for SEND following disruption caused by school closure in 2020 and 2021.

Engagement with External Agencies

Agency	Details of provision						
Autism Team	Number of interventions by stage	EYFS	0	KS1	1	KS2	2
	Advice given regarding inclusion of children with Autistic Spectrum Condition (ASC).						
Behaviour Support Service (BSS)	Number of interventions by stage	EYFS	0	KS1	2	KS2	0
	Biweekly meetings with BSS teacher (Emma Geary) - 2 children at Monitoring stage (KS1 1 children; KS2 1 children).						
	Number of interventions by stage	EYFS	2	KS1	0	KS2	8

Educational Psychology Service (2020-21 provision)	Full Cognitive Assessments : KS2 – 4 children. Observations for reports : EYFS – 2 children; KS2 – 4 children.						
Ethnic Diversity Service (2020-21 provision)	Number of interventions by stage	EYFS	0	KS1	0	KS2	0
	There was no EDS input in 2020-21 due to COVID restrictions. In 2021-22, we will be looking at Bilingual Support for International New Arrivals (INA) in Year 4 and Year 6.						
Healthy Young Minds Stockport (HYMS)	Number of interventions by stage	EYFS	0	KS1	0	KS2	4
	Advice given regarding Autistic Spectrum Condition (ASC)/ Attention Deficit Hyperactivity Disorder (ADHD).						
Inclusion Team (2020-21 provision)	Number of interventions by stage	EYFS	1	KS1	1	KS2	0
	Advice given regarding inclusion issues for 2 children (2 mainstream)						
Learning Support Service (LSS)	Number of interventions by stage	EYFS	0	KS1	0	KS2	7
	7 x 30 sessions each Monday – 5 1 to 1 sessions and 2 group sessions						
Occupational Therapy Service	Number of interventions by stage	EYFS	0	KS1	0	KS2	1
	Referrals for advice/support regarding children with sensory and fine/gross motor issues.						
Primary Jigsaw	Number of interventions by stage	EYFS	0	KS1	1	KS2	2
	Support for children with mental health issues.						
Sensory Support Service	Number of interventions by stage	EYFS	0	KS1	0	KS2	0
	Referrals for advice/support regarding children with visual and auditory issues.						
Speech and Language Therapy Service (SaLT)	Number of interventions by stage	EYFS	3	KS1	2	KS2	3
	Referrals for advice/support regarding children with speech and other communication issues.						
Virtual School (Looked After Children)	Number of interventions by stage	EYFS	0	KS1	1	KS2	0
	Oversight of provision for Looked After Children including provision of additional support/input into Personal Education Plan (reviewed termly).						

Complaints relating to SEND provision

There have been no complaints regarding SEND provision.

Any other developments relating to SEND

A continuing priority for school development 2020-21 has been to further develop parental participation in planning meetings and reviews, and to develop parental voice in implementation and review of SEND practice. The last time we were able to ask for Parental View was at the Parents' Interviews in November 2019 (to see the outcome of this, see Appendix 2).

To this end, the following actions have been taken:

- Ladybridge Primary has signed up to the Stockport Co-Production Charter (see <https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=nudlaU2nLlw>)
- 8.9.20 INSET session – Current issues in SEND provision/Effective SEND documentation / annual SEND cycle (Teaching Staff)
- 19.11.20 and 24.6.21 Peer review of SEND documentation (Teaching Staff) – to look for examples of pupil and parent voice in SEND planning.