

West Lodge Primary School

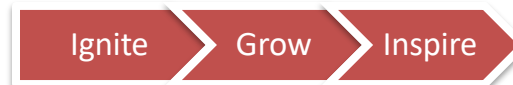


School Improvement Plan 2024-25

West Lodge Primary School

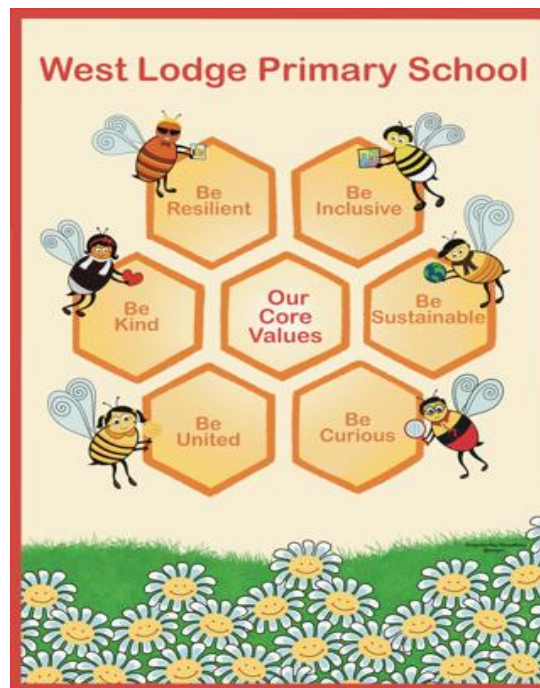
An inclusive school, nurturing growth mindsets for a sustainable future.

Vision: At West Lodge each child finds the spark within them. The light continues to grow igniting the spark in others creating ripples throughout the world. It all starts with understanding and acceptance....



Mission: To equip each child with a toolkit for a successful life.

Core Values:



Summary of Core Priorities



Context

West Lodge has continued to maintain high outcomes at all benchmarks. The following link provides a summary of outcomes [Performance Data - Summary 2024](#)

- Attainment in EYFS as above Harrow and National averages once again this year (WL – 74%; Nat - 67%; Harrow – 68%)
- Attainment in phonics has remained high with 93% of pupils attaining at standard in the Y1 check (Nat – 80%; Harrow – 81%) and 99% (cumulative score) of Y2 pupils have achieved the standard.
- Attainment at KS1 in 2023-24 was significantly above the national average in reading, writing and maths for both EXS and GDS (RWM EXS: WL – 67%; Nat – 58%; Harrow – 57%; RWM GDS: WL - 10%; Nat – 6%; Harrow – 7%).
- Attainment in the Y4 MTC was significantly above the national average: WL- 23.02; Nat – 20.27 (2023).
- Outcomes which are above national average attainment in Reading, GPaS, Writing & Maths at KS2 have been maintained (RWM EXS: WL – 75%; Nat – 61%; Harrow – 68%; RWM GDS: WL – 16%; Nat – 8%; Harrow – 11%)
- Above FFT national average progress in Reading and Maths (Reading +2.0; Maths + 4.7)
- Significantly higher percentage of pupils achieve at Greater Depth than national at KS2 in reading, GPaS and maths demonstrating the impact of our teaching pedagogy including high expectations for all – (**WL** Reading - 56%; GPaS - 68%; Maths - 62%; **Nat** Reading 28%; GPaS – 32; Maths – 24%; **Harrow:** Reading 35%; GPaS 39%; Maths – 39%)
- West Lodge has continued to maintain excellent attendance which is significantly above the national average: 95.6% compared to 94.3%. Persistent absence is significantly lower than the national average. Attendance of FSM6 pupils (WL – 92.6%; Nat – 91.8%) and EHCP pupils (WL - 94.1%; Nat – 89.1%) are also both significantly above national averages for these categories. Children enjoy coming to school.
- Behaviour is excellent, with outstanding attitudes to learning – bespoke support is in place for pupils with SEMH needs.
- An excellent SEMH offer is in place to continue to support vulnerable pupils across the school.
- Leadership creates a strong culture of excellence, reflection, collaboration and consistently demonstrates strong capacity to keep evolving and maintain high standards.
- High quality, innovative approaches to professional development and regular involvement in research projects support our focus on impact and engagement.

End of year assessments indicate that, although attainment is strong compared to Harrow and national, there is still a gap between attainment of reading and writing, therefore a focus on writing will continue during 2024-25.

Pupils have had varied experiences over the last year - the school continues to be inclusive and makes a commitment to ensuring that a culture which is trauma informed and attachment aware is deeply embedded.

We continue to work on creating a curriculum which places sustainability and equity at its heart with further development of a powerful PSHE curriculum – we aim to help pupils connect themselves and the world around them. Embedding new bespoke curriculums for EYFS and Kaleidoscope are key areas for us to continue to develop throughout 2024-25. In addition, further and deeper exploration of oracy will be a focus during the 2024-25 academic year.

West Lodge will be taking part in the Partnerships for Inclusion of Neurodiversity in Schools (PINS) project during 2024-25. Through this lens we will continue to develop and refine our pedagogy and approach to learning – focusing on developing carefully thought through task design and developing a more adaptive approach, whilst continuing to embed our 6 essentials of high-quality teaching and learning.

Core Priority 1 - An ambitious curriculum offer that connects children to themselves and to the world around them					
Rationale: Work has continued on the refining of the progression of curriculum knowledge and skills – a continued focus on this is to embed this further. Sustainability has been introduced as a key thread across the curriculum this requires greater coherence and cohesion. In addition, we have developed bespoke curriculums for EYFS and Kaleidoscope these require embedding and linking intelligently to other areas of the curriculum. We aim to further review and embed our PSHE curriculum, creating a meaningful offer that helps pupils connect to themselves and the world around them. A more adaptive approach to task design in foundation subjects is required to help raise expectations in these areas of the curriculum.					Link Governors: Chris Woolf/Anita Garg/Narayan Deb
Objectives	Lead	RAG Rating	Actions	Milestone and deadline	Success Criteria
Further embed coherent progression, challenge and ambition across the curriculum from EYFS to Y6 – which ensure depth of learning and meaningful application of knowledge	GB		Staff CPD sessions to continue to build teacher confidence across the curriculum -incorporate questions on teacher confidence into staff questionnaire. Review and evaluate progression maps Review topics	Ongoing Aut 24	Refined progression maps are embedded across all foundation subjects – with greater coherence and staff understanding. Staff confidence in teaching subjects across the curriculum has further developed.
Continue to develop and embed the PSHE curriculum incorporating aspects of Jigsaw, MindUP, YAP and No Outsiders – helping to develop pupils' sense of self and connection to themselves	GB & JD		Review MindUp curriculum and revise with a view to tweaking to incorporate aspects of the YAP programme: Peace within the Self; Peace With others and Peace With Nature. New cohort of pupils embark on YAP programme 2024-25; mentored by 2023-24 YAPs Review overview PSHE curriculum map Carry out surveys of a sample group of pupils to assess impact on linked to emotinnal intelligence and gaining an understanding of sense of self and self-acceptance.	Aut 24 Aut 24 – ongoing Aut 24	PSHE curriculum map is well-balanced and embedded. Aspects of the YAP programme are embedded across the academic year with opportunities for the YAPs to lead aspects. A balanced PSHE curriculum incorporating aspects of MindUp, Jigsaw, No Outsiders and YAP. Survey results show that pupils have developed a deeper understanding of their sense of self.
To further develop and embed a curriculum for sustainability - creating a coherent curriculum wide framework of climate and sustainability learning	RS & JD		Review curriculum maps to create space in curriculum. Refine and implement sustainability passports. Review map of sustainability links including SDGs to the curriculum Create Sustainability curriculum overview framework Continue to develop work with the Green Schools' Project Build on the arts and nature connectedness curriculum created by the Y5 2023 cohort Continue to develop pupil leadership with Nature Bugs groups Within the sustainability curriculum have clear progression for a 'bee curriculum' Explore Harmony Project as a resource for curriculum learning linked to sustainability Carry out surveys of a sample group of pupils to assess impact	Aut 1 2024 Aut 2024 Spr 2024 Ongoing Aut 2024 Spr 25	The curriculum includes better links to sustainability and children have developed a good understanding of sustainable living and are taking an active role in promoting this. Children show an awareness of issues linked to the UN SDGs. Staff and pupils take an active involvement in promoting sustainable lifestyles. The sustainability curriculum is mapped across the curriculum as a coherent and cohesive framework. Children across the school are passionate about helping the environment and making a positive contribution to creating a sustainable future. Survey results show that pupils have developed a deeper understanding of how to become a sustainable citizen
Develop and implement a whole school framework for outdoor learning and nature-based learning	RS, BK, SC & JD		Review sustainability passports and Wild Passports Review Forest School progression map Develop a range of outdoor learning spaces around the school site. Create a resources space for outdoor learning Create an overview document outlining where year groups can take learning outside Staff CPD – outdoor and nature-based learning across the curriculum linked to the 5 pathways of nature connection.	Aut 2024 Aut 2024 Aut 2024 - ongoing Aut 2024 Oct 2024 inset day	Pupils enjoy learning outside across all areas of the curriculum. Staff feel confident to take learning outside and engage in a variety of different types of outdoor learning. A clear framework for outdoor learning, that sits on top of the curriculum and links to the 5 pathways of nature connection and sustainability framework, is in place and a range of spaces and resources enable outdoor learning to happen successfully. Children across the school feel more connected to nature and their environment. Survey results show that pupils have developed a deeper connection to nature.

			Carry out surveys of a sample group of pupils to assess impact – how many lessons were taken outdoors? Teacher confidence in teaching outdoors. Understanding sustainability framework.		
Develop 'writing to learn' across the curriculum – to develop high quality golden sentences, golden paragraphs and golden essays			CPD and exploration of task design across the curriculum– focus initially on humanities subjects – development of a more adaptive approach Explore with other foundation subjects in spring and summer terms Staff CPD on 'Writing to Learn' Implement 'Writing to learn' – the crafting of 'Golden Sentences', 'Golden Paragraphs' and Golden Essays' that accurately sum up learning across the curriculum.	Aut 2024 Spr/Sum 2025 Ongoing	High-quality non-fiction writing is seen across the curriculum. Pupil surveys show that children enjoy non-fiction writing and take pride in their writing across the curriculum. Task design across foundation subjects is adaptive and demonstrates high expectations for all.
A curriculum that builds acceptance, understanding and empathy	GB		Subject leaders review curriculum and search for example videos which give personal stories linked to topics. Aim to map stories that enable children a range of countries from around the world. https://www.un.org/sustainabledevelopment/blog/2015/10/sdgs-portrait-series/ https://www.sdgfund.org/stories Make links to UN SDGs for each year group Where appropriate link to the assembly overview	Ongoing Aut 1 2024 Aut 2024 Aut 2024	Children experience stories across the curriculum enabling them to become immersed in the lives of people from around the world. Building curiosity, empathy and compassion. Children develop the skills to discuss important topics and build a greater connection with the world around them.
Continue to embed the new EYFS curriculum with intelligent connections across all areas of learning and high-quality indoor and outdoor CP and EP	SC, RP & FA		Continue to embed the new EYFS curriculum from September – ensuring connections made are enacted bringing the curriculum to life. Continue to review the curriculum – Neil Farmer and Dawn Waldron to continue to support with the review process. Continued CPD to ensure that the intent is being deliberately implemented through high-quality interactions Update the outdoor learning space – CPD to ensure high quality indoor and outdoor CP and EP Create clear and coherent outdoor learning plan for EYFS	Sep 2024 Ongoing Ongoing Aut 1 2024 Aut 1 2024	The new EYFS curriculum is embedded and meaningful links are made across the different areas of learning. Indoor and outdoor spaces are set up and provide the vehicle for purposeful learning for all pupils. Pupils are engaged in purposeful learning across the curriculum and they make excellent progress from their starting points across all areas of learning.
Further develop and embed the new Kaleidoscope curriculum providing appropriate learning pathways for pupils.	HH, MD & RM		Use the Kaleidoscope curriculum profiling tool to ensure pupils are on the correct pathway. Continue to work with Woodlands Special School and Belmont Primary School to refine and further develop the curriculum. Work with Pentland Fields Special School to further refine the curriculum	Sep and regular review Ongoing	The use of different pathways enables pupils to access the curriculum strand that is best suited to them. Provision and scaffolding are appropriate enabling pupils make positive progress along their pathway.
Evaluation and Review:					

Core Priority 2 – An ambitious, rigorously assessed writing curriculum that leads to improved outcomes.					
Rationale: Although writing standards at West Lodge continue to be high compared to the national average, across all year groups there is still a gap in attainment between reading and writing. There is also a large gap between pupils achieving GDS in reading and GDS in writing. Assessment of writing and how this informs future planning needs greater refinement.					Link Governors: Chris Woolf/Anita Garg/Narayan Deb
Objectives	Lead	RAG Rating	Actions	Milestone and deadline	Success Criteria
Ensure that there is a strong culture of high expectations in relation to writing across all areas of the school.	SC		Embed grammar and progression map Build stamina for writing across the school Further develop the use of tier 2 and tier 3 vocabulary To ensure appropriate scaffolds are in place to ensure progress for SEND pupils – oral rehearsal and pre-teaching Develop standardisation and exemplifications for writing assessment across the school. Develop EAL writers and support the journey to GDS – oral rehearsal Raise profile of writing – showcase writing display boards; regular celebration of writing. Monthly book looks and moderation sessions informing planning	Sept 24 Ongoing Ongoing Ongoing	High expectations for writing are evident across all year groups and are in place from the beginning of child's journey at West Lodge. There is greater clarity linked to the teaching of grammar and punctuation and improved coverage. Clear exemplification and standardisation of assessment are in place to enable accurate assessment and well-targeted teaching. Staff have a greater understanding of and are more explicit about aims for EXS and GDS. Writing outcomes are improved.
Robust assessment system in place			Develop standardisation and exemplifications for writing assessment across the school Set of writing assessment documents in place across all year groups Half-termly moderation sessions for year groups Half-termly writing book looks, identification of gaps leading to more targeted teaching	Aut 24 Aut 24 Ongoing Ongoing	Clear exemplification and standardisation of assessment are in place to enable accurate assessment and well-targeted teaching. Staff have a greater understanding of and are more explicit about aims for EXS and GDS. Improved assessment leading to more targeted teaching.
Ensure that pupils make a strong start in language and writing in EYFS	AC		Begin phonics teaching from Mon 9 th September Raise profile of writing in EYFS – ensure writing opportunities are clearly visible and regularly modelled. Provide meaningful opportunities for independent and purposeful writing in the Early Years and Autumn term Year 1	Sep 24 Ongoing Ongoing	Pupils make rapid and early progress in writing in EYFS. Phonics lessons begin from the beginning of the term. Pupils in reception make effective use of meaningful writing opportunities that are set up in outdoor and indoor learning spaces.
Ensure that there are well-planned learning sequences to support high-quality writing	SC & EF		Continue to develop the three-week writing cycle, enabling opportunities for oracy, oral rehearsal, drafting and editing CPD focused on the pedagogy of effective teaching of writing; each phase research and carry out action research to hone practice Review and update teaching sequences, tasks and writing projects	Ongoing Aut 24 Dec 24	Three-week cycle of learning is embedded – creating more space for oracy, oral rehearsal, drafting and editing – leading to higher quality writing across the school. Improved outcomes in writing at both the EXS and GDS. The gap between GDS in reading and writing has narrowed.
Development of an oracy framework to support the raising of outcomes in writing across the school	JD, SC, AC & EF		Teaching staff CPD time to study and familiarise with Getting Started with Oracy and Oracy Skills Framework – staff oracy CPD / studytime during autumn term https://www.cambridge-community.org.uk/professional-development/gswor/ https://oracycambridge.org/wp-content/uploads/2020/06/The-Oracy-Skills-Framework-and-Glossary.pdf Create 3-year plan of implementation to start in January 2025 Explore Finding My Voice as a vehicle https://huhacademy.com/courses/fmv-2023/ Continued explicit focus on vocabulary acquisition across the school	Ongoing Ongoing Ongoing Ongoing Ongoing Oct 2024	Pupils across the school have developed the ability to speak eloquently, articulate ideas and express views confidently. The quality of sentences, paragraphs and longer pieces of writing have improved as a result of oral rehearsal. Improved ability to listen to understand Collaborative skills amongst pupils is further enhanced.

		Continued focus on oral re-telling of stories Continue to embed igniting writing – key focus of traditional tales – and that these form part of learning sequences Use of drama to embed understanding Embedding the techniques of using oral rehearsal of carefully constructed sentences/paragraphs Focus on physical aspects of oracy: pace, tone, clarity, projection – clear success criteria for performance Clear guidance for oracy projects: poetry recital, talk/presentation to peers	Ongoing	
To ensure appropriate support is in place to ensure progress for SEND pupils	HH	Staff CPD recap – effective modelling, appropriate challenge and scaffolding support for writing. Well-targeted and varied (according to need) intervention for writing – using SLTP and other interventions to enable pupils with additional needs to progress. Use of appropriate technology where appropriate to support specific pupils Continued use of colourful semantics to support progress in writing for pupils who are significantly below	Oct 23 Ongoing Ongoing Ongoing	Attainment gap between SEND pupils and non-SEND pupils has narrowed. SEND pupils have developed greater independence and confidence in writing.
Evaluation and Review:				

Core Priority 3 A consistent, adaptive pedagogical approach that embeds high expectations for all and enables knowledge to stick for all pupils.						
Rationale: Taking part in the Partnerships for Inclusion of Neurodiversity in Schools (PINS) project is a powerful opportunity for the school to review its pedagogical approaches and continue to develop and embed a consistency. Reviewing our approach to how tasks are designed across the curriculum, ensuring that high expectations are in place for all pupils through intelligent, adaptive task design. There is a continued need to focus on developing consistent, high-quality pedagogy will be maintained during 2024-25 linked to our Teaching for Learning Policy. There will be 8 teachers working within either year 1, year 2, year 3 or year 4 and 2 associate teachers who will be doing their ITT.						Link Governors: Chris Woolf/Anita Garg/Narayan Deb
Objectives	Lead	RAG Rating	Actions	Time	Success Criteria	
To implement the Partnerships for Inclusion of Neurodiversity in Schools (PINS)	HH		Implement the PINS project – working with the facilitators of the programme to introduce, gather feedback from all stakeholders and provide CPD for all staff.	Aut 24 Spr 25	Greater understanding amongst staff and parents about neurodiversity. Implementation of a more adaptive pedagogical approach.	
To re-evaluate task design in foundation subjects and develop a more adaptive approach.	GB & HH		CPD and exploration of task design across the curriculum – focus initially on humanities subjects – development of a more adaptive approach. Further exploration of more subjects across the curriculum as the year progresses.	Aut 24 Apr/Sum 25	A change in focus in foundation subjects to sequential tasks – enabling higher expectations for all pupils.	
Further embed work on 6 essentials carried out in 2021/22 and 2022/23 – Clear Focus for Learning; Appropriate Challenge; Sequencing Concepts and Modelling; Effective Questioning, Effective Feedback and Stages of Practice	JD & GB		Review TfL Policy and update Induction for new staff (JD) Core texts available in each year group: Rosenshine’s Principles in Action; Rosenshine’s Principles in Action – A Workbook; Outstanding Formative Assessment; Active Learning Through Formative Assessment; Making Every Primary Lesson Count; WalkThrus; Sweller’s Cognitive Load Theory in Action. (GB)	Sep 24 Sep 24 Sep 24	Staff have developed a good understanding of the Teaching for Learning Policy and a working understanding of the 6 Essentials of Effective Teaching and Learning	
Develop ‘writing to learn’ across the curriculum – to develop high quality golden sentences, golden paragraphs and golden essays – to help to embed learning in long-term memory			CPD and exploration of task design across the curriculum– focus initially on humanities subjects – development of a more adaptive approach Explore with other foundation subjects in spring and summer terms Staff CPD on ‘Writing to Learn’ Implement ‘Writing to learn’ – the crafting of ‘Golden Sentences’, ‘Golden Paragraphs’ and Golden Essays’ that accurately sum up learning across the curriculum. Continue to embed and review range of strategies for retrieval practice	Aut 2024 Spr/Sum 2025 Ongoing	High-quality non-fiction writing is seen across the curriculum. Pupil surveys show that children enjoy non-fiction writing and take pride in their writing across the curriculum. Task design across foundation subjects is adaptive and demonstrates high expectations for all. Pupils are able to demonstrate learning across the curriculum. Deeper understanding of topics covered and retention of key learning and vocabulary. Improved quality of writing across the curriculum.	
Continue to embed the use of WalkThrus as an approach for staff professional development and further develop the TfL Policy (6 Essentials)	SC & GB		CPD session for staff – phase meetings – approaches to using WalkThrus as a tool for CPD and action research. Phases and year groups to use WalkThrus as a vehicle for ongoing action research and CPD. Survey to measure impact on professional learning culture.	Sep 24 Sep 24 and ongoing Ongoing	Meaningful activities take place linked to the area of focus – leading to greater consistency of pedagogy and practice. Staff are enthused and excited by continuous learning and development. Professional discussions	
Continue to align professional growth with CPD, making effective use of action research (lesson study) and supported by a robust coaching and supervision model	JD, GB, HH & SC		Plan in place for the academic year covering integrated programme of CPD and evaluation activities Supervision and coaching plan in place for wider leadership team (JD) Refined action research programme with a tighter schedule incorporating - ‘planning stage’, ‘action stage’ and ‘evaluation stage’ - presentations to be moved to the end of the spring term. Phases with autonomy to develop and implement lesson study/action research opportunities – during the ‘action’ phase of the project.	Sep 24 Sep 24 Begin Oct 24 Spr 25	Effective meaningful and linked CPD sessions run throughout the year based on developing a consistent pedagogical approach across the school. The CPD is linked to action research, learning study and professional growth. Strong professional learning culture evident across the school.	

