



The LETTA Trust
Education Development Plan
2019~2024



Contents

1. Introduction and rationale.....	3
2. Vision, values and ethos.....	4
3. 5-year cycle.....	5
4. 2019~2020 Inclusion.....	6
5. 2020~2021 Curriculum.....	7
6. 2021~2022 Pedagogy.....	11
7. 2022~2023 Reading and Writing.....	12
8. 2023~2024 Mathematics.....	13



Introduction and Rationale

Our mission is to combat social inequality through excellent educational provision; to raise aspirations and make sure that all our learners keep on learning new things.

The LETTA Trust Education Development Plan outlines the way we will work together to ensure continued educational success for pupils in our schools. It is cyclical; we revisit five key priorities regularly over time. In this way we remain up to date with best practice and research. We focus on one priority for improvement as a group each academic year.

Each new priority is shaped in response to the school self-review carried out annually. So, school self-evaluation ties directly into plans for improvement.

In addition to the educational priority we work on in partnership across the Trust, each school has its own school improvement plan. This includes areas of focus specific to the individual context and needs of each school.

We updated this plan using feedback from staff, pupils, parents, governors and trustees. We discussed the plan at the summer term 2020 Local Governing Board meetings and approved it at the Trust Board meeting on 13th July 2020.



"It matters not what someone is born, but what they grow to be."

J K Rowling



Vision, Values and Ethos

LETTA Trust schools are committed to working in partnership and learning from each other. Together we strive to give children the best chance of happiness and success at school and beyond; to growing active citizens with a strong moral compass who will make a positive difference in the world. Our vision is a promise to our pupils; our values determine how we work together.

Our vision

That every child in every school in our trust:

- Loves learning, achieves their very best, has fun at school and feels excited about the future
- Knows how to make friends and get along well with people; to treat them with fairness, compassion and respect
- Grows healthy and strong, believes in themselves and has the confidence and resilience to follow their dreams
- Feels part of their community, proud of their school and inspired to make a positive difference in the world

Our values

- **Aspiration:** aiming high; broadening horizons; creating possibilities
- **Innovation:** taking risks; daring to be different; pioneering research; shaping the future; leading the way
- **Equality:** inclusive; excellence for all; celebrating diversity; all for one and one for all!
- **Generosity:** open doors; collaboration; challenge and support; community-minded; team spirit; Ubuntu

Ubuntu

Our guiding principle is the philosophy of Ubuntu; a southern African philosophy that speaks of our interconnectedness, of the importance of relationships, of openness and generosity to one another.

"Ubuntu does not mean that people should not enrich themselves. The question is: Are you going to do so in order to enable the community around you to be able to improve?"

Nelson Mandela

"I am who I am because of who we all are."
Leymah Gbowe



Education Development Cycle 5-Year Overview

Year	Focus	Vision
2019~2020	Inclusivity No one is left behind	Our pupils love coming to school. They make excellent progress because teachers and leaders tailor provision to meet their individual learning and pastoral needs
2020~2021	Curriculum What we learn	Our pupils are well-equipped for the next stage of their education and beyond; prepared for the future by a curriculum that is carefully designed for them
2021~2022	Pedagogy How we learn	Leaders and teachers are experts on learning. Their understanding is up to date and they are helping to shape new practice. Our pupils are keen learners. They take responsibility for their learning and become learners for life
2022~2023	English Accessing curriculum	Our pupils love reading and read widely and often. They are able to communicate skilfully in written and spoken English for a range of purposes
2023~2024	Mathematics Problem solving	Our pupils are confident, enthusiastic mathematicians. They use mathematical strategies with joy and are skilled problem solvers



2019~2020 Inclusion 'No one is left behind'

Vision for inclusion

Our pupils love coming to school. They make excellent progress because teachers and leaders tailor provision to meet their individual learning and pastoral needs

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Equality is a LETTA Trust core value and both schools have the Inclusion Quality Mark. Bygrove is an IQM Flagship School
- Attendance is consistently well above national average and engagement in remote learning is 80%+
- Curriculum design and delivery enables disadvantaged pupils, pupils with SEND and EAL to achieve well against national benchmarks
- There are well established behaviour management policies in place and there have been no permanent or fixed term exclusions for a number of years
- Some staff members are trained specialists in inclusion strategies such as counselling, reading recovery and ELKLAN
- The school premises are well-equipped to support pupils with disabilities to fully access the curriculum

Objectives:

- 1.1. Involve everyone in the school community in evaluating inclusion; what we do well and what could be better
- 1.2. Find out what the experts say about best practice in inclusion
- 1.3. Give all staff members the opportunity to develop expertise in inclusive practice
- 1.4. Involve parents in supporting and developing inclusive practice
- 1.5. Provide a personalised curriculum offer for pupils with additional needs including playtime, lunchtime and extra-curricular activities
- 1.6. Develop effective interventions that ensure pupils catch up and keep up, particularly disadvantaged pupils
- 1.7. Ensure a consistently high standard of pupil behaviour in lessons, in the playground and around school buildings
- 1.8. Leaders promote inclusive practice in schools and monitor the quality of inclusive practice, in particular its impact on pupil achievement
- 1.9. Ensure school premises are well-equipped and designed to support the inclusion of all pupils



2020~2021 Curriculum 'The Substance of Education'

Vision for curriculum

Our pupils are well-equipped for the next stage of their education and beyond; prepared for the future by a curriculum that is carefully designed for them

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Aspiration is a LETTA Trust core value and our staff teams have high expectations of pupils
- The curriculum design begins with a clear rationale
- There is planned progression of knowledge and skills for each subject area
- Subjects are grouped under themes to maximise the understanding of key concepts and vocabulary
- In addition, the curriculum offer includes:
 - Residential trips for all pupils in KS2 and a wide variety of day trips to support curriculum
 - Instrumental tuition for all pupils and performing arts
 - Before school, afterschool, Saturday and holidays clubs
 - Specialist teaching in sport, art and DT, music and performing arts

Objectives:

- 2.1. Involve everyone in the school community in evaluating the curriculum; what we do well and what could be better
- 2.2. Find out what the experts say about best practice in curriculum design and redesign the LETTA curriculum
- 2.3. Give all staff members the opportunity to develop curriculum design and subject knowledge expertise
- 2.4. Involve parents in supporting their children across the curriculum at home and at school
- 2.5. Provide a personalised curriculum for pupils with additional needs and interventions to ensure pupils catch up and keep up
- 2.6. Leaders monitor the quality of curriculum planning and delivery and its impact on pupil achievement
- 2.7. Ensure school premises are well-equipped and designed to support curriculum delivery



2020~2021 Annual Plan for Curriculum 'The Substance of Education'

Our pupils are well-equipped for the next stage of their education and beyond; prepared for the future by a curriculum that is carefully designed for them

Objectives	Actions	When	Who
2.1. Involve everyone in the school community in evaluating the curriculum; what we do well and what could be better	a) Gather pupil views on what they think the school does well and what could be improved – curriculum focus including exit interview for Y6 pupils	Spring 2020	HTs
	b) Find out what parents think about practice at the school		
	c) Ask subject leaders, teachers and other members of staff to evaluate the strengths and weaknesses of the curriculum		
	d) Work with school governors to evaluate practice and plan improvements		
2.2. Find out what the experts say about best practice in curriculum design and redesign the LETTA curriculum	a) Look at what the DfE and Ofsted say about best practice in developing a curriculum	Each term	Curriculum leaders
	b) Look at the work completed by other schools on successful curriculum design and delivery and learn from them		
	c) Seek advice from experts in the field of curriculum design and invite them to train and develop curriculum and subject leaders		
	d) Re-shape the LETTA curriculum so that it can be published/shared online with others		
2.3. Give all staff members the opportunity to develop curriculum design and subject knowledge expertise	a) Enrol staff on training courses/webinars to develop their subject knowledge particularly in the foundation subjects	Each term	Curriculum leaders
	b) Give staff the opportunity to design a new element for the Trust curriculum relating to kindness/generosity/Ubuntu		
	c) Fully integrate scouting, forest school, residential trips, skills builder etc into the curriculum design to strengthen subject strands		
	d) Promote curriculum learning and resources on the website		
	e) Develop the curriculum and the technology for curriculum delivery so that it can be delivered effectively online		



2.4. Involve parents in supporting their children across the curriculum at home and at school	a) Conduct a skills audit of parents to determine their skills, experience and interests before providing opportunities to support in lessons	Each term	Curriculum and parental engagement leaders
	b) Roll out parent-child learning sessions to include opportunities across different subjects		
	c) Run parent workshops on how to support learning in different subjects at home		
	d) Re-design homework strategy and provide workshops for parents to explain it		
	e) Investigate ways of improving attendance at parent workshops, e.g. by providing a crèche, changing the time or running 'dads only' workshops		
	f) Develop parents' IT skills including Google Classroom so that they can support online learning at home		
2.5. Provide a personalised curriculum for pupils with additional needs and interventions to ensure pupils catch up and keep up	a) Ensure that curriculum design and delivery supports learning of disadvantaged pupils and pupils with SEND	Each term	Curriculum and Inclusion leaders
	b) Use specialist communication strategies such as signing, speech & language, strategies for pupils with EAL, dyslexia, ELKLAN to enable access to the curriculum		
	c) Use specialist interventions to enable access to the curriculum and to help pupils to catch up		
	d) Train staff to support pupils with medical needs such as diabetes, allergies		
	e) Train staff in specific SEND diagnoses, such as autism and global developmental delay		
	f) Develop child mental health awareness within the curriculum		
	g) Develop the use of restorative approaches at playtime and lunchtime		
	h) Improve pupils' playtime/lunchtime experience by embedding structured play		
2.6. Leaders monitor the quality of curriculum planning and delivery and its impact on pupil achievement	a) Develop subject leader expertise and the subject leader team	Each term	Curriculum leaders
	b) Train and support subject leaders to monitor using subject health checks		
	c) Identify pillars/non-negotiables within each subject strand of the curriculum		
	d) Monitor and review planning and delivery for a balance of breadth and depth		
	e) Develop assessment systems to monitor achievement		
	f) Ensure teaching about diversity and the protected characteristics is embedded in the curriculum		
	g) Audit the curriculum for black history content including anti-racism		



2.7. Ensure school premises are well-equipped and designed to support curriculum delivery	a) To improve the IT service infrastructure so that it supports effective online learning, e.g. wifi quality	Aut 2020	IT leaders
	b) To provide every child with a chrome book that they can use at home and on site to support learning		
	c) To develop areas of the school to effectively deliver aspects of the curriculum, e.g. outdoor areas, science areas, art areas, group rooms		



2021~2022 Pedagogy 'How We Learn'

Vision for pedagogy

Leaders and teachers are experts on learning. Their understanding is up to date and they are helping to shape new practice. Our pupils are keen learners. They take responsibility for their learning and become learners for life

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Pupils in LETTA schools achieve highly over time from low starting points
- Teachers shape lessons carefully so that pupils will know more and be able to do more over time
- Teachers use reading and research to remain up to date with learning theories
- Teachers visit lessons delivered by colleagues to help improve their practice
- Teachers take part in a large amount of high quality professional learning
- Teaching support staff are well-trained and highly skilled at delivering intervention for pupils

Objectives:

- 3.1. Involve everyone in the school community in evaluating the quality of teaching and learning; what we do well and what could be better
- 3.2. Find out what the experts say about pedagogy
- 3.3. Give all staff members the opportunity to develop their knowledge and understanding of learning theories and brain science
- 3.4. Train parents in effectively supporting their children's learning at home
- 3.5. Provide personalised interventions to ensure pupils keep up and catch up
- 3.6. Leaders monitor the quality of teaching and learning and its impact on pupil achievement
- 3.7. Ensure school premises are well-equipped and designed to support learning, including IT



2022~2023 Reading and Writing 'Accessing the Curriculum'

Vision for reading and writing

Our pupils love reading and read widely and often. They are able to communicate skilfully in written and spoken English for a range of purposes

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Pupils in LETTA schools achieve well in reading and writing from low starting points
- Pupils in LETTA schools achieve highly in grammar, punctuation and spelling
- The reading curriculum is carefully structured to allow pupils to gain fluency quickly
- Pupils are encouraged to read widely and often once they are fluent readers
- The curriculum design affords pupils the opportunity to write for a range of meaningful purposes in different subjects

Objectives:

- 4.1. Involve everyone in the school community in evaluating reading and writing; what we do well and what could be better
- 4.2. Find out what the experts say about learning how to read and write, including early reading
- 4.3. Give all staff members the opportunity to develop their knowledge and understanding of teaching reading and writing
- 4.4. Train parents in effectively supporting their children's reading and writing at home, including early reading
- 4.5. Provide reading and writing interventions to ensure pupils keep up and catch up, particularly early reading
- 4.6. Leaders monitor the quality of teaching of reading and writing and its impact on pupil achievement
- 4.7. Ensure school premises are well-equipped for reading and writing



2023~2024 Mathematics 'Problem Solving'

Vision for mathematics

Our pupils are confident, enthusiastic mathematicians. They use mathematical strategies with joy and are skilled problem solvers

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Pupils in LETTA schools achieve highly in maths from low starting points
- The mathematics curriculum is carefully structured to allow pupils to gain fluency in core skills using a mastery approach and then apply those skills in a problem solving context
- The LETTA Initial Teacher Training Programme includes a successful maths specialist route
- A number of teachers are trained experts in maths mastery

Objectives:

- 5.1. Involve everyone in the school community in evaluating mathematics; what we do well and what could be better
- 5.2. Find out what the experts say about teaching mathematics
- 5.3. Give all staff members the opportunity to develop their knowledge and understanding of teaching mathematics, including subject knowledge
- 5.4. Train parents in effectively supporting their children's maths at home
- 5.5. Provide maths interventions to ensure pupils keep up and catch up
- 5.6. Leaders monitor the quality of teaching of maths and its impact on pupil achievement
- 5.7. Ensure school premises are well-equipped for teaching mathematics