

Leeds East Primary Partnership

A foundation Trust



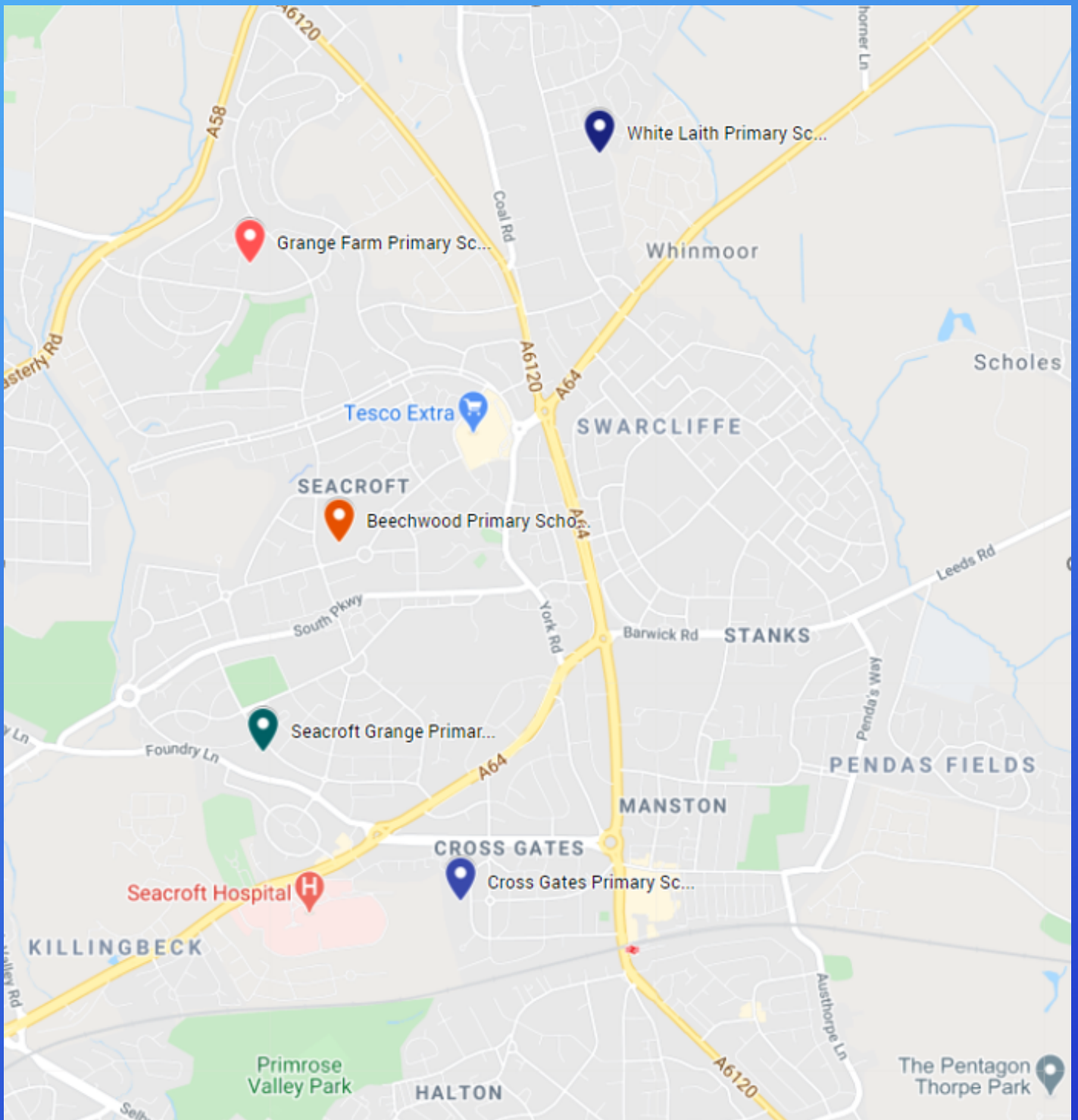
Trust Handbook

Who are we?

A group of 5 Primary schools
committed to working together to
improve the lives of children in East
Leeds



Where are we?



Who are we?

Our partners and our people



Trustees (in addition to school Headteachers):

- Chair person: Chris Florey (Headteacher at Seacroft Grange Primary School)
- Company Secretary: Sarah Hay
- Headteacher Beechwood Primary School: Sarah Lanforth
- Headteacher Cross Gates Primary School: James Garden
- Headteacher Grange Farm Primary School: Neil Winn
- Headteacher White Laith Primary School: Nicola Sheerin
- Rebecca Broughton Reed (Foundation Governor - Grange Farm)
- Rachael Forster (Foundation Governor - Beechwood)
- Richard Selfridge (Foundation Governor - Seacroft Grange)
- Peter Whelan (Foundation Governor - White Laith)
- Helen Pemberson (Foundation Governor - Cross Gates)
- David Jenkins (LA councillor / Foundation Governor Seacroft Grange)
- Katie Dye (LA councillor)
- Naomi Wardle (Fall into place/LS14 Trust)
- Dominic Moghal (Reverend)
- Zoe Proctor (Leeds Trinity University)
- Mark Cahill (Brigshaw Learning Partnership)
- Dominic Mackenzie (Ison Harrison Solicitors)
- Junaid Sohail (Brabners Solicitors)

Associate members:

- Rachael Cole (Head of school - Bishop Young High School)

Message from the Chair

Hello everyone!

This is just a brief message from me to welcome you to our Trust handbook.

Leeds East Primary Partnership (or LEPP as its more commonly known) was created in 2012 with 4 founding member schools. My school joined in 2016 soon after I became Headteacher at Seacroft Grange.

We are a group of committed headteachers and trustees - passionate about transforming the life opportunities of children in East Leeds.

I hope this handbook provides you with a good sense of who we are and what we do and why we are proud to keep achieving what we do through collaboration. We achieve more - and are stronger together - than we could be apart.

If you require further information then I urge you to check out our website www.leedseastprimarypartnership.co.uk or contact Sarah Hay - our Company Secretary and Trust administrator.

You can contact her via email:

sarah.hay@leedseastprimarypartnership.co.uk



Chris Florey

Chair - LEPP

Headteacher - Seacroft Grange Primary School

Working for LEPP

What does this mean for employees?

Employees will be employed by their school's Governing Body instead of the Local Authority and we will continue to recognise the same unions. The existing rights of teachers will be fully protected if the schools acquire a Trust. We will still be bound by the School Teachers' Pay and Conditions Document

Each school has its own Governing Body, it's own character and ethos. We have autonomy as Headteachers however there are consistent experiences for children, staff and parents due to the collaborative approaches taken by the Trust. We achieve more in collaboration than we ever could alone.

What is it all about?



Vision

OPPORTUNITY FOR ALL

Through the delivery of our aims we will provide opportunity for children, school staff, our community and trustees.

What do we want to do?



Aims

IMPROVE

QUALITY OF EDUCATION

To improve the quality of education we will focus our work together on providing training, creating resources and allowing collaboration across our schools

GROW & SUSTAIN

LEADERSHIP CAPACITY

To grow and sustain leadership capacity we will create opportunity to work with others, be innovative and ambitious for our leaders

What will ensure we achieve?



Drivers

COLLABORATION

through planned and regular opportunities to work together across many areas and the Trust network being used wisely to better knowledge and practice.

CONSISTENCY

through deciding on what we want for our schools; all Trust schools will align around sets of principles and ensure their implementation

CULTURE

is created through message abundance of our vision, aims and drivers – ensuring these are lived in all of our schools

CHANGE

is embraced through a shared understanding that growth is key to improvement

People centred? Yes!



Ethical Leadership

The seven principles of public life

Source: Committee on Standards in Public Life, 2008



We ensure we adhere to the Nolan Principles (see above) and lead ethically following the National Governance Association (NGA) guidance.

So what have we done?

SPEECH

& LANGUAGE

Worked collaboratively to produce a teaching resource - Progression in Spoken Language.



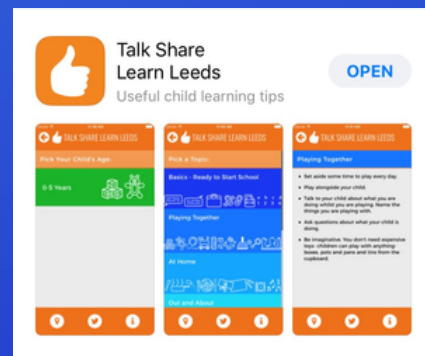
This supports teachers to plan age-related activities in the fields of presentation, discussion, drama and role play

We have a set of Trust principles for spoken language to align our work across the 5 schools

Progression of Skills: Spoken English				Year 2
National Curriculum Statement	Presentation	Discussion	Drama/Role Play	
Listen and respond appropriately to adults and their peers	Makes helpful contributions when speaking in pairs and in small groups Articulates why a presentation is effective e.g. identifies features of vocabulary, expression, content	Expresses own feelings / ideas/opinions about a subject clearly Joins in discussion without requiring prompts	Explores characters in collaborative role play e.g. demonstrates appropriate character reaction in response to interaction with others	
Ask relevant questions to extend their understanding and knowledge	Asks questions of speakers directly related to presentation Asks who, why, where, when, what, how questions	Shows that conversation is being followed through the questions that are asked	Addresses questions to characters in hot seating e.g. asks topic related questions to pupil in role as historical figure	
Use relevant strategies to build their vocabulary	Uses new vocabulary in a variety of meaningful contexts Uses classroom resources e.g. working wall, vocabulary lists, talking frames to generate speech Uses descriptive language to enhance sentences Uses story related vocabulary to read narratives Recognises and explains the meaning of words and uses strategies to learn new words e.g. uses 'Word Magic' strategy from Talk Boost			
Articulate and justify answers, arguments and opinions	Explains why they have certain thoughts, opinions or feelings e.g. gives explanations in PE/PSH (when... happens... then... because...) and science (I think... will happen because...)	Confidently gives their opinion on a familiar topic When asked, explains their opinions simply and relevantly	Develops characters through role play e.g. formulates explanations for behaviour whilst in role	
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Expresses own feelings about a subject clearly Structures factual presentations with: • key information e.g. makes final presentations of research into areas of own interest in topic; takes part in group presentations linked to cyclical diagrams and flow charts in science Recognises simple structures that can be used to describe	Shows an awareness of the information the audience needs, selecting relevant detail		

Leeds East Primary Partnership

Supported the creation of the Talk Share Learn app



Leeds East Primary Partnership Subject Based Language Skills Progression: Geography		
Year group	Objective	Example
1	Combine words to make sentences	Observe and record: The houses are made of brick.
	Join words and clauses using 'and'	To name, locate and identify the characteristics of the four countries and capital cities of the UK London is the capital city of England and it is a big, busy city.
	Use questions	Ask geographical questions. What are houses in the desert like?
	Sequence sentences to form short narratives	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. The classroom is inside. The playground is next to the car park. The field has trees around it.
2	Use subordinating conjunctions 'where', 'if', 'that', 'because'	Location of hot and cold areas of the world in relation to the Equator and North and South Poles. Australia is very hot because it is near to the equator.
	Use co-ordinating conjunctions 'or', 'but'	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the equator and the North and South Poles. It is hot in Spain but colder in England.
	Use expanded noun phrases for description	Use basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, forest, hill. Scarborough has a large, sandy beach and tall, rocky cliffs.

Leeds East Primary Partnership

Produced a Trust Guide to Language and Communication to develop Trust consistency of practice and Talking Tips cards to support parents to develop spoken language at home.



TABLE TALK
<ul style="list-style-type: none"> Sit down together to eat Turn off the TV, phones and electronic devices Talk about what you have enjoyed today Give your child time to think and join in.
CONVERSATION STARTERS
<ul style="list-style-type: none"> Do you remember when.....? Today I enjoyed...I wonder what you enjoyed? Talk about up and coming events Show your child how to behave well at the table - they learn from you. Remember to praise their good behaviour.

So what have we done?

READING

Worked collaboratively to produce a teaching resource - Progression in Reading.

Created teaching tools and hyperlinked resources to support teaching as well as guidance to support the moderation of reading assessments.

Developed expected answers for each year group to maintain expectations as well as standardised our approach to writing extended answers

We have a set of Trust principles for reading to align our work across the 5 schools



Progression of Skills: Reading – Questioning Year 1

1a – draw on knowledge of vocabulary to understand texts

National Curriculum Objectives	Questions to support achievement of these objectives	Example questions	Example answers (please note your age-related example answer in the links on Page 2)	Activities to support delivery of these objectives
<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> What does this... word/phrase/sentence... tell you about... character/setting/mood etc? Highlight a key phrase or line. By using this word, what effect has the author created? In the story, X is mentioned a lot. Why? The writer uses words like ... to describe ... What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses ...words/phrases...to describe ... How does this make you feel? How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words? Which words and/or phrases make you think/feel...? 	<ul style="list-style-type: none"> Which word best describes cheetah? What does the word guarding mean? Does this word have another meaning? Board/Board Have you heard this word before? Tell me about it. Can you use this word in your own sentence? Baby alien was sobbing with his head in his hands. What does this tell you about how baby alien was feeling? 	<ul style="list-style-type: none"> Fast best describes the cheetah because cheetah's run really quickly Guarding means that you look after something Yes it can mean to board an aircraft or to feel bored. He was feeling sad because the word sobbing is another word for crying. 	<p>Resources to support questions on reading vocab</p>

Supporting a robust reading judgement

Tell me	Show me	Convince me
<ul style="list-style-type: none"> Knowledge of the child using your professional judgement including your children's love of books/reading for pleasure Articulating examples of reading performance across a range of experiences and evidence e.g. Cross Curricular examples Talking about children's reading in relation to: <ul style="list-style-type: none"> Word reading Understanding of word (vocabulary), sentence and whole-text level Fluency – Expression, Accuracy, Rate*, Smoothness (EARS) Comprehension – relating to inference strategies <ul style="list-style-type: none"> Connect Predict Visualise Infer Notice and repair breakdowns VIP words/phrases GIST (word, sentence, paragraph, text) Response to question types e.g. literal, inferential, deductive, authorial intent/choice etc 	<ul style="list-style-type: none"> Examples of reading journals, diaries, records, annotated planning (a range) Responses to reading in books e.g. using Inference Strategies EARS document to support judgement of child's fluency Examples of writing where children clearly demonstrate they are readers e.g. through their vocabulary choice, composition etc Video evidence showing children as readers – allowing you to compare/calibrate with other children Cross-curricular work where reading learning is evident Test outcomes 	<ul style="list-style-type: none"> Demonstrate typically Demonstrate frequency Demonstrate security Understand and use the terminology: <ul style="list-style-type: none"> 'some' (demonstrated on occasion) 'many' (frequent but not consistent) 'most' (only occasional error) Demonstrate stamina Show that children are able to link ideas Provide deep knowledge and understanding of children as readers through reference to conversations and observations Use examples from across the curriculum Can you demonstrate a child performing where you say they are in a variety of ways and consistently? Can you articulate why they are 'this' and not 'that'? Explain readily what it is that they need to do to make progress/teach the next 'level'/do next.
<p style="text-align: center;">Evidence base to support judgement and justification</p> <ul style="list-style-type: none"> * 90 words per minute (at KS1) can be used as a guide but a child may be a slower reader – still expressive and accurate and may take meaning from what they're reading and as such shouldn't be penalised purely for a slower rate. PfM Benchmarking Kits (available in ALL Trust schools) should be used to ascertain fluency (Expression, Accuracy, Rate, Smoothness) with an age-standardised text. Inference Strategies should be evidenced in children's books showing 'in the moment' responses to texts Trust Progression in Questioning document Rising Stars termly Optional Tests (Sets A, B and C) need to be delivered and used to support your judgements** Half termly Rising Stars Progress Tests need to be delivered and used to support your judgements** National Curriculum Tests STA Frameworks <p>Notes:</p> <ul style="list-style-type: none"> Notice children as readers in ALL areas of the curriculum and in school e.g. passing conversations etc. (e.g. where children make connections etc) This document could support your judgement for any child but is particularly of use when justifying (to yourself as well as in moderation conversations) where a child is on the cusp of WTS – EAS or EAS to GDS. 		

The following links show you how we're expecting our children to answer questions [\[APE – Answer, Prove, Explain\]](#) and then age-related examples of oral and written answers that you should expect per year group:

- [Year 1](#) | [Year 2](#) | [Year 3](#) | [Year 4](#) | [Year 5](#) | [Year 6](#)

When teaching – we need to make sure we're explicitly teaching the [8 comprehension strategies](#). You may want to identify the needs of your children in terms of comprehension by completing some [diagnostic conversations](#). [Information about each domain can be found here.](#)

So what have we done?

READING



TAKE 10 TO LEARN TO READ,
TO LOVE TO READ



TAKE 10 TO LEARN TO READ,
TO LOVE TO READ

WHAT CAN YOU DO IN 10 MINUTES?

- DO THE WASHING UP?
- PUT THE WASHING IN?
- VACUUM A ROOM?
- UPDATE FACEBOOK?
- PHONE A FRIEND?
- MAKE A CUP OF COFFEE?
- CHANGE THE BED?
- PAY THE BILLS?
- WALK THE DOG?

OR

**IN 10 MINUTES
YOU CAN READ
WITH YOUR CHILD
AND HELP THEM
ACHIEVE SUCCESS
AT SCHOOL.**



TAKE 10 TO LEARN TO READ, TO LOVE TO READ

So what have we done?

WRITING



Worked collaboratively to produce a teaching resource - Progression in Writing

Hyperlinked resources to support the teaching of specific age-related objectives

Year group	National Curriculum Objectives	Pupils need to... Definition (Adapted from NC glossary)	Example questions	Resources to assist with the teaching in context
1	NB: Noun phrases are not in the curriculum for Year 1 however the definition of noun and adjective will lay the foundations for Year 2 learning.	<ul style="list-style-type: none"> Understand what the nouns in sentences are Understand that nouns can be people, places or things Understand that adjectives can be added to a noun to add more detail <p>Noun: Nouns are sometimes called "naming words" because they name people, places and things; this is often true, but it doesn't help to distinguish nouns from other word classes.</p> <p>Adjective: Adjectives are sometimes called "describing words" because they pick out single characteristics such as size or colour.</p>	<p>the lion (noun phrase)</p> <p>Noun</p> <p>the hungry lion (expanded noun phrase)</p> <p>adjective</p> <p>noun</p>	<p>resources to assist with the teaching in context</p> <p>resources to assist with the teaching in context</p>

We have a set of Trust principles for writing to align our work across the 5 schools

YEAR 3		Programme of Study for Writing
Handwriting		Uses some of the horizontal and diagonal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Purpose and organisation		Writes taught text types with appropriate features In non-narrative, uses simple organisational devices (e.g. Headings and subheadings) Shows awareness of audience Begins to use paragraphs around a theme Develops characters and describes settings, feelings and/or emotions, etc. Develops and extends ideas logically in sequenced sentences (may still be overly detailed or brief) Attempts to include opinion, interest and humour through detail
Vocabulary		Uses adjectives and adverbs for description Uses interesting and ambitious words sometimes. Some technical words when appropriate
Grammar		Uses pronouns appropriately to avoid awkward repetition of nouns Extends sentences using a wider range of subordinating conjunctions (eg. when, because, if, after, while, also, as well, although) Uses coordinating conjunctions (and, but, or).

Produced standard Writing Assessment Grids (WAGs) to support cross-school moderation alongside annotated exemplification materials

Year Three: Summer Term, May (Grange Farm Primary)

Context: Written following a unit reading and writing innovated texts based upon an Anthony Browne's 'The Tunnel'

The Mystery Tunnel

One sunny morning there was a sister and a brother called Victoria and Victor. Victor loved reading and writing for. One day Victor found some papers and old, reading books from school. One morning they were making their lunches for school and outside their window they saw children in the park going into the bushes there and not coming back through the gates did not only not coming out the bush but coming back the next day. The next day their mother grew worried with them and told them to go to see and communicate together.

They both went to the park to investigate but before they got their mother asked them to get back by six o'clock in the afternoon.

"Should I go in first before I wait to see what is in there?" asked Victor

"See your brother" Victoria replied sarcastically.

"Are you being sarcastic?" asked Victor.

"No, they just go in" roared Victoria.

Victor picked up the lunch bag gave it to Victoria and walked down to the bush.

Handwriting:
Uses some of the horizontal and diagonal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Grammar:
Uses fronted adverbials of time
Uses pronouns appropriately to avoid awkward repetition of nouns
Uses coordinating conjunctions (and, but, or)
Usually uses correct grammatical structures in sentences
Uses sentences with different forms in their writing including statements, questions, exclamations and commands (V2)

So what have we done?

MATHS

Our work on Maths will
be complete in 2023

2023

Worked collaboratively to produce a teaching resource - Progression in Mathematical Vocabulary

Hyperlinked the resources to support the teaching of specific age-related vocabulary

Written a set of trust principles for Maths across the schools

Trained all teaching and support staff in the use of mathematical vocabulary

Developed and produced a set of 'cue cards' to support adults and children in school when reasoning and problem solving in mathematics

So what have we done?

PUPIL OPPORTUNITY



Pupil Forum consists of representatives from each school working together on Trust priorities e.g. supporting pupil mental health. This has not restarted after the COVID pandemic so watch this space.

Trust Sport involves all KS2 children taking part in cross-Trust games linked to PE being taught in schools

Debating/Public speaking was a staple of the Trust offer but has been hampered by the pandemic. Watch this space for what next!

There is more to be done around developing pupil opportunity across our Trust. We want children to know that they're part of something bigger than their individual school. Watch this space.



So what have we done?

STAFF

COLLABORATION



Working group -
pedagogy
development for
Speech and Language,
English and Maths

Leadership development
e.g. coaching, showcase
and surgery learning walks,
peer review

Informal networks e.g.
School Business Manager
and SENDCo network

Annual cross-school
training on the focus for
the year e.g. The Science of
Learning, Talk4Writing,
Maths Mastery

Formal and regular cross-
school moderation and
subject leader
development

Teaching assistant
development through
Trust training



What's next?

SCIENCE

OF LEARNING

Trust Training 2022 saw us working with Chris Quigley Education to lead our annual whole-trust training day. This will be the beginnings of collaboration in future years to develop pedagogic principles to support children to 'know more and remember more' across the curriculum. We'll focus on developing metacognitive and retrieval practices across our school to support improve outcomes across the Trust

10 YEAR

ANNIVERSARY

December 2022 sees the Trust turn 10! Happy anniversary!

We're looking to celebrate at a whole-trust Arts event in the 2022/2023 academic year. Watch this space.

Want to know more?



The screenshot shows the website for Leeds East Primary Partnership. At the top left is the logo, a stylized sunburst with the text "Leeds East Primary Partnership A CO-OPERATIVE TRUST". To the right is the main title "Leeds East Primary Partnership" and a photo of five children in school uniforms. Below the title is a navigation bar with links: "About Us", "News and Events", "Parents and Children", and "Committees and Working Groups". The main content area features a "Welcome" message, a "Latest News" section with two articles, and a "Calendar Dates" section with two events. At the bottom, there are five colored buttons for different schools: Beechwood, Cross Gates, Grange Farm, Seacroft Grange, and White Laith. A visit counter at the bottom states "We have had 5761 visits".



www.leedseastprimarypartnership.co.uk



The screenshot shows the Facebook profile for Leeds East Primary Partnership. The profile picture is the same sunburst logo seen in the website screenshot. The name is "LeedsEastPrimaryPartnership" and the handle is "@LeedsEastPP". The bio states: "Leeds East Primary Partnership is a Co-operative Trust of 5 successful primary schools in Seacroft and Whinmoor." The location is "Leeds, England" and the website is "leedseastprimarypartnership.co.uk". It was joined in December 2018. There are 20 people following and 133 followers. A list of people followed includes "Leeds Alternative Provision Association (LAPA)", "Let Teachers SHINE", and "36 others you follow".



@LeedsEastPP