



letta  
learn together

**The LETTA Trust**  
**Education Development Plan**  
**2024~2029**



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## Introduction and Rationale

Our mission is to combat social inequality through excellent educational provision; to raise aspirations, to help children, young people and their families overcome barriers to learning so that they go on to lead a good life.

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 do less, better, by focusing on one priority for improvement as a group each academic year.

Each new priority is shaped in response to annual self-evaluation processes and extensive research and consultation with staff, pupils, parents and those in governance. So, school self-review ties directly into this plan for improvement. The plan is discussed in Local Governing Board meetings and is approved by trustees in the summer term each year.

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.



*"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
2024~2025	<b>Inclusivity</b> We're all in it together!	Everyone belongs. Our pupils love coming to school; they thrive because they feel like they belong and their individual needs are met
2025~2026	<b>Curriculum</b> 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
2026~2027	<b>Pedagogy</b> 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
2027~2028	<b>English</b> 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
2028~2029	<b>Mathematics</b> Problem solving	Our pupils are confident, enthusiastic mathematicians. They use mathematical strategies with joy and are skilled problem solvers



## 2024-2025 Inclusivity

### **Vision for inclusion**

Everyone belongs. Our pupils love coming to school; they thrive because they feel like they belong and their individual needs are met.

### **Context**

This context underpins the Education Development Priority for 2024-2025, and as a Trust we aim to prepare and position our staff teams to best support children and families to feel that they are included; that they belong. 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 very high proportion of pupils receive SEND support including many with EHCPs.

Nationally, school-aged children are reporting increasingly low levels of belonging and happiness at school (National Centre for Social Research, 2024; London Violence Reduction Unit, 2024). This trend has strengthened since the national lockdown (Edurio, 2023). Nearly two thirds (63%) of pupils nationally reported they had experienced bullying behaviours in the past school year, and those pupils with autism or SEMH difficulties were more likely to experience bullying than those with other types of primary need (National Centre for Social Research, 2024).

Locally, the largest projected areas of primary need in the coming years are SEMH, autism and SLCN. This trend is represented across all age phases. As a result, there is likely to be a significant growth in the number of EHCPs by the end of the decade (LBTH, 2023) and we risk a further decline in pupils' sense of belonging and happiness at school (Edurio, 2023).

### **Achievements so far:**

- Equality is a LETTA Trust core value and 3 schools have the Inclusion Quality Mark including 2 Flagship Status schools and 1 Centre of Excellence
- Our staff know children and families well and attendance is consistently above national average and persistent absence is lower than national figures
- We deliver ambitious curricula design and use adaptive teaching strategies to enable disadvantaged pupils, pupils with SEND and EAL to achieve well against national benchmarks
- There are well established behaviour management policies in place and are no permanent exclusions
- Individualised support for pupils is a strength including in the Hermitage ASC Unit. We use specialists well including strong relationships with Speech and Language therapists. Support staff are trained to carry out a range of interventions
- Our school premises are well-equipped to support pupils with disabilities to fully access the curriculum



## **Principles**

What we choose to focus on will be guided by:

1. Our context (temporal and locational)
2. Evidence of what works - do fewer things better
3. Everything we do has the children at the centre

## **Areas of focus:**

1. Belonging
2. Autism
3. Social, Emotional and Mental Health Difficulties (SEMH)



## 2024-2025 Annual Plan for Inclusivity Priority

Objective	Actions	By who?	By when?
1. Involve everyone in the school community in evaluating inclusion; what we do well and what we could do better.	1.1 Collect and analyse feedback from teaching and teaching support staff.	Implementation leader in each school responsible for data collection in their own setting.	Baseline (Aut 1)
	1.2 Collect and analyse feedback from school leaders.		Mid-point (Spr 1)
	1.3 Collect and analyse feedback from pupils.	Implementation team responsible for analysis.	End point (Sum 2)
	1.4 Collect and analyse feedback from parents and carers.		
2. Find out what the experts say about best practice in inclusion and how to achieve belonging as an outcome for pupils.	2.1 Select an evidence base of reliable, contextual and up-to-date literature to inform our thinking and to help us better understand how to achieve belonging as an outcome for pupils.	LETTA Heads group	Summer term 2023-2024, prior to delivery
	2.2 School leaders to engage with the evidence base and disseminate key learning to staff through training and development.	Implementation team	Throughout the year
	2.3 Utilise expertise from within the Trust; share best practice and resources across all schools.	Implementation team	Throughout the year
	2.4 Invite external experts to train staff teams in inclusive practice.	Implementation team	Throughout the year
3. Develop staff expertise of inclusion and inclusive practice	3.1 Work with staff teams to establish a shared definition and understanding of 'belonging', and provide training and development opportunities that will facilitate belonging as an outcome of our practice.	Implementation team	Definition - Sept weekly staff mtgs and INSET days
	3.2 Provide training and development to staff teams to develop knowledge and understanding of inclusive, quality first teaching for all.	Implementation team	Weekly staff meetings and INSET days
	3.3 Provide training and development to staff teams to develop knowledge and understanding of Social, Emotional and Mental Health Difficulties (SEMH) and related practice, underpinned by a strong and up-to-date evidence base.	Implementation team	Weekly staff meetings and INSET days
	3.4 Provide training and development to staff teams to develop knowledge and understanding of autism and related practice, underpinned by a strong and up-to-date evidence base.	Implementation team	Weekly staff meetings and INSET days
	3.5 Provide identified members of staff with the opportunity to undertake Team Teach training.	HTs - identify members of staff, school improvement team arrange training	Autumn term
	3.6 Provide identified members of staff with the opportunity to undertake the National Professional Qualification for SENCOs, and the means to disseminate their learning to staff teams (for example, during staff meetings or INSET days).	Headteachers - identify members of staff School improvement team - arrange training	Cohort begins in Autumn 2024





4. Seek opportunities to collaborate with and include parents and carers in this priority.	4.1 Based on the analysis of feedback from parents and carers (1.4), design and implement a planned programme of learning to develop parents' and carers' understanding of inclusion and inclusive practice, and to share the work of the schools.	Implementation team	Plan in Autumn Term 2024, delivery ongoing
	4.2 Explore options for providing English and maths qualifications for parents and carers, and gauge community interest.	Implementation team	Spring Term
	4.3 Actively explore new ways in which parents and carers can be meaningfully included in school life, and pilot some of these opportunities.	Implementation team	Spring Term
5. Seek opportunities to collaborate with and include pupils in this priority.	5.1 Use the analysis of pupil survey data (1.3) to inform adaptations to the EDP that will address pupils' perceptions and recommendations pertaining to belonging and inclusion.	Implementation team	Autumn Term (analysis and planning)
	5.2 Explore new opportunities for pupil leadership for all. For example, bringing the student council together from across Trust schools to plan an event.	Implementation team, SC leads	Spring term
	5.3 Identify opportunities within the curriculum for celebrating difference.	Curriculum leads	Throughout the year
6. Ensure a consistently high standard of pupil behaviour in all aspects of school life.	6.1 All staff are supported to maintain high standards of behaviour and to manage challenging behaviour effectively and professionally.	School Leadership teams	Throughout the year
	6.2 Explore the restorative approach to dealing with pupil behaviour and ensure it is applied with consistency across the schools.	School Leadership teams	tbc
	6.3 All staff model best practice in behaviour intervention, and practice that falls short of this standard is addressed quickly with candour and compassion.	School Leadership teams	Throughout the year
	6.4 School leaders regularly monitor behaviour, provide constructive feedback and take action to maintain best practice.	School Leadership teams	Throughout the year
7. Leaders promote inclusive practice in schools and monitor the quality of inclusive practice, in particular its impact on pupil achievement.	7.1 Areas of strength and development for inclusive practice are identified through stakeholder consultation (1), and analysis of individual school data is used by leadership teams to maintain and improve inclusive practice in their schools.	Headteachers	Throughout the year
	7.2 Inclusive practice is monitored as part of the school's monitoring schedule.	Headteachers	Throughout the year
	7.3 The achievement, engagement and attendance of pupils with SEND and other areas of need (for example, disadvantage) is closely monitored as part of the pupil progress review cycle.	Headteachers	Throughout the year
8. Ensure school premises are well-equipped and designed to support the inclusion of all pupils.	8.1 Ensure the school and classroom environments are autism friendly (based on the evidence of best practice)	Headteachers and Inclusion leaders	Throughout the year
	8.2 Look at ways the playground / outside areas could support belonging and inclusion.	Inclusion leaders, premises teams	Throughout the year



## 2025~2026 Curriculum 'What we teach'

### 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



## 2026~2027 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.

### Principles

1. We recognise that there are a great number of pedagogies and that many of these will work
2. Depending on what the subject or learning outcome is, some pedagogies will work better than others
3. We want to do fewer things better, and so will focus on a small number of highly effective pedagogies
4. We will make the decision about which pedagogies to focus on based on the strength of their evidence base

### 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. Develop staff knowledge and understanding of:
  - learning theories & cognitive science; of how children learn
  - metacognition & self-regulation; of how children can take increasing responsibility for their learning
  - motivation; the importance of a willingness to engage our metacognitive and cognitive skills and apply them to learning
  - the role oracy plays in supporting all of these, and vice versa



- 3.4. Support parents in effectively supporting their children's learning at home
- 3.5. Provide personalised interventions to ensure pupils catch up and keep up
- 3.6. Develop the pedagogical expertise of the leadership and curriculum teams
- 3.7. Ensure school premises are well-equipped and designed to support learning, including IT.



## 2027~2028 English 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 schools are well resourced for reading and writing



## 2028~2029 Mathematics

### **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
- All teachers are trained experts in maths mastery
- The LETTA Initial Teacher Training Programme includes a successful primary maths specialist and secondary maths route

### **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. All children get what they need to make good progress
- 5.4. Give all staff members the opportunity to develop their knowledge and understanding of teaching mathematics, including subject knowledge
- 5.5. Ensure the whole school learning environment supports high quality maths learning
- 5.6. Leaders monitor the quality of teaching of maths and its impact on pupil achievement
- 5.7. Train parents in effectively supporting their children's maths at home