



# Livingstone Road Primary Federation School Improvement Plan 2017/18



Livingstone Road Primary Federation consists of Sylvan Infant School (Ofsted rating 'Good') and Branksome Heath Junior (Ofsted rating 'Requires Improvement'). Branksome Heath Junior is sponsored by Hamwic Trust; Sylvan Infant transferred to academy status with Hamwic as a converter, but has a range of development needs to also be addressed. The schools have not previously enjoyed an open relationship with high levels of effective communication. However, Governors are appointed to the Livingstone Road Primary Federation (encompassing both schools) and are keen to get the schools to work together with a seamless transition at the end of year 2. With a new Executive Head Teacher in place (September 2017), Governors and leaders are driving the direction and sending a clear message to all the staff and parents that these schools will work together and become effective in providing the right skills, knowledge and opportunities for pupils in this community to thrive. The schools are also part of the 'Greenway Partnership' within the MAT. This will enable the schools to seek support and challenge from two other schools within the local area – Bishop Aldhelm's CE Primary and Talbot Primary.

The School Improvement Plan reflects the consistent and achievable aims desired by the federation to provide this effective partnership. Governors and leaders want a plan which reflects the clear message required to show all staff and parents that the schools are working together with the child at the centre. Therefore a conscious decision was made to have three key areas of improvement over the year. Though there are only three key target areas highlighted within this document, the schools are continuing to review and 'tweak' many other aspects of school life across the federation.

<b>SIP 1: To strengthen the strategic role of leaders across the primary federation</b>			
<b>Why? Currently the schools' transitions are not seamless and therefore impacting on the progress children are making. The schools need to ensure they are consistent in expectations and practice.</b>			
<b>Specific Tasks</b>	<b>Action (Who? When? How much?)</b>	<b>Checkpoints</b>	<b>Impact</b>
<b>Develop roles and responsibilities across the federation</b>	<ol style="list-style-type: none"> <li>1. Federation SEF and SIP (LGB &amp; FLT Autumn)</li> <li>2. Govs monitoring roles linked to SIP &amp; timetabled (LGB)</li> <li>3. EHT hold weekly meetings with Chair and Vice Chair of Govs and FLT (EHT Ongoing)</li> <li>4. Joint federation meetings (FLT Autumn)</li> <li>5. Recruit a federation 'Inclusion Lead' (approx.£36,000)</li> <li>6. EHT to review job descriptions linked to recruitment (EHT Spring)</li> <li>7. School Business Managers looking at 'federation' savings (Hamwic Autumn &amp; February)</li> </ol>	<ol style="list-style-type: none"> <li>1. LGB regularly review and hold FLT to account against milestones</li> <li>2. Chair and Vice check challenge &amp; feedback</li> <li>3. Visit reports shared with LGB. Hamwic – via HT performance management</li> <li>4. Mins show increase in challenge on learning</li> <li>5. Impact of Inclusion Lead on SEND progress (EHT)</li> <li>6. Resources – value for money &amp; current ed initiatives</li> <li>7. Resources – review of 'end of month' and Feb budget</li> </ol>	<ul style="list-style-type: none"> <li>• Pupils make increased progress because leaders and Governors are focused on school priorities</li> <li>• Governors challenge leaders regarding high standards across all year groups</li> </ul>
<b>Use of inside and outside environment to impact on pupil progress</b>	<ol style="list-style-type: none"> <li>1. Investigate use of Sports Premium across the federation (HoS &amp; PE Leads) (approx. £18,000 in each school)</li> <li>2. Develop use of outside area in EYFS (EYFS Leader)</li> <li>3. Forest School development (HoS &amp; DHoS)</li> <li>4. Development of 'Arts Centre' at BHJS (EHT &amp; HoS)</li> <li>5. Joint work on utilising areas across the federation to support curriculum work (HoS)</li> </ol>	<ol style="list-style-type: none"> <li>1. Resources – improved quality of PE T&amp;L</li> <li>2. EHT and SIS HoS monitor T&amp;L and EYFS journals – outside environment in all ELGs (half termly)</li> <li>3. EHT &amp; Resources – check opps for PP children to explore world matches nonPP</li> <li>4. EHT, HoS BHJS &amp; Resources – contacts in place; safeguarding procedures in place; timeline of actions and review</li> <li>5. EHT – KS1 children accessing KS2 site</li> </ol>	<ul style="list-style-type: none"> <li>• Use of outside environment impacts on EYFS progress</li> <li>• Environments in KS1 and KS2 impact on pupil progress e.g. learning walls; celebration boards</li> <li>• Ensure environment is calm and safe place for the children to learn</li> </ul>
<b>Marketing of the federation within the community</b>	<ol style="list-style-type: none"> <li>1. EHT to work with a marketing group on visions and values (£4000 EHT &amp; marketing group)</li> <li>2. CPD for Govs regarding vision and values of federation (EHT &amp; SB - £2000)</li> <li>3. Newsletter tweaks (Spring EHT – not priced out)</li> <li>4. Website developments (Aut start developing £2500)</li> </ol>	<ol style="list-style-type: none"> <li>1. EHT report to LGB via EHT report (half termly)</li> <li>2. LGB feedback to Chair and Vice Chair</li> <li>3. EHT report to LGB via EHT report (half termly)</li> <li>4. IT Technician report to EHT. EHT to share developments with LGB (half termly)</li> </ol>	<ul style="list-style-type: none"> <li>• Increase pupil numbers to provide stability of school and improve perception</li> <li>• Children feel proud of their school</li> <li>• Parents choose BHJS</li> </ul>
<b>Autumn Milestones:</b>		<b>Spring Milestones:</b>	
<ul style="list-style-type: none"> <li>• SEF and SIP written and agreed</li> <li>• Chair &amp; Vice Chair of Govs regularly meeting EHT</li> <li>• Teachers meeting as a federation</li> <li>• Inclusion Lead advertised</li> <li>• EHT meeting both SBM jointly once a half term</li> <li>• Federation action plan for Sports Premium</li> <li>• Proposal for 'Arts Centre' shared at Resources</li> <li>• Values and vision INSET with staff (Govs invited)</li> <li>• Values shared with parents at parents' evening</li> <li>• 'Learning Walk' CPD and values CPD for LGB</li> <li>• Choose website company to work with</li> </ul>		<ul style="list-style-type: none"> <li>• Federation newsletter designed</li> <li>• Website under construction. Website audit to ensure compliancy</li> <li>• Values launched</li> <li>• Sports Premium action plan in place – up on website</li> <li>• Inclusion Lead in post (after Feb half term start)</li> <li>• Review of budgets (Feb)</li> <li>• EHT review and rewrite job descriptions</li> <li>• 'Arts Centre' beginning to be developed (main music room)</li> <li>• Begin federation TA meetings</li> </ul>	
		<b>Summer Milestones:</b>	
		<ul style="list-style-type: none"> <li>• All staff meeting as a federation</li> <li>• Website launch</li> <li>• Federation newsletter launched</li> <li>• Review of 'Arts Centre' and next phase of development</li> </ul>	

**SIP 2: To raise attainment and accelerate pupil progress across the primary federation**

**Why? KS2 outcomes are not high enough. Progress being made is not sufficient.**

Specific Tasks	Action (Who? When? How much?)	Checkpoints	Impact
<p><b>CPD to ensure t Teaching pedagogy and subject knowledge is strong</b></p>	<ol style="list-style-type: none"> <li>Regular '360' monitoring of T&amp;L (FLT-half termly)</li> <li>Coaching plans in place for RI or worse teachers (HoS &amp; DHoS)</li> <li>Staff meetings reflect emerging needs of staff (FLT-half termly)</li> <li>Increased and more refined use of IRIS (linked to coaching plans) (HoS)</li> </ol>	<ol style="list-style-type: none"> <li>Share 'Improving Outcomes' document &amp; impact of coaching (EHT &amp; CAA Govs) on raising % of T&amp;L to good or better</li> <li>EHT to monitor coaching plans &amp; impact of moving RI to Gd. T&amp;L% increases over the year (FLT meetings &amp; EHT report to LGB)</li> <li>Mins reflect CPD which impacts on T&amp;L% gd or better (EHT &amp; Chair &amp; Vice Chair meetings-weekly)</li> <li>IRIS used as part of coaching plans – increase in % gd or better (EHT)</li> </ol>	<ul style="list-style-type: none"> <li>100% good or better T&amp;L across the federation</li> </ul>
<p><b>Raise expectations of teachers and introduce high quality teaching programmes to monitor progress</b></p>	<ol style="list-style-type: none"> <li>Targets set for year groups (EHT &amp; HoS)</li> <li>Half term 'data dips' to check progress towards targets (HoS)</li> <li>Pupil Progress Meetings (PPM) with staff every half term (HoS &amp; DHoS)</li> <li>360 approach to check and challenge (FLT)</li> </ol>	<ol style="list-style-type: none"> <li>Data targets shared and increase in ARE % (CAA Govs; RAC agree and check progress half termly)</li> <li>Analysis of data – who's on track? (EHT, CAA Govs &amp; Hamwic-half termly) Accelerated progress to increase % of ARE</li> <li>PPM forms filled in; highlighting vulnerable chn (EHT-half termly)</li> <li>Improving Outcomes working document reviewed (EHT- half termly)</li> </ol>	<ul style="list-style-type: none"> <li>See data table (appendix 1) – predictions and half term 'data dips'</li> </ul>
<p><b>Ensure funding is spent correctly to impact on pupil progress</b></p>	<p>Narrow the SEND gap:</p> <ol style="list-style-type: none"> <li>Evaluate the use and capability of TAs across the federation (FLT)</li> <li>Review impact of interventions &amp; timetabling (DHoS)</li> <li>Support teachers with differentiation (HoS &amp; DHoS)</li> <li>Highlight key focus pupils as part of PPM (HoS)</li> </ol> <p>Narrow the PP gap:</p> <ol style="list-style-type: none"> <li>Provision map of PP expenditure linked to needs (DHoS)</li> <li>Review impact of interventions &amp; timetabling (DHoS)</li> <li>Highlight key pupils as part of PPM (HoS)</li> </ol> <p>Narrow the gender gap:</p> <ol style="list-style-type: none"> <li>Analysis of gender gaps across federation (HoS)</li> <li>Tweak curriculum to meet needs (Yr Leads)</li> <li>Highlight key pupils as part of PPM (HoS)</li> </ol>	<p>Narrow the SEND gap &amp; accelerate SEND progress:</p> <ol style="list-style-type: none"> <li>EHT to review alongside new Inclusion Lead &amp; federation CPD required via lesson obs &amp; PM reviews (Resources; CAA Govs-half termly reports; data progress)</li> <li>EHT to review alongside new Inclusion Lead &amp; Greenway Partnership (Resources; CAA Govs-analyse impact of interventions)</li> <li>Work scrutiny and lesson obs (FLT &amp; Hamwic CPD for new maths model-half termly)</li> <li>PPM forms highlight vulnerable chn (CAA Govs &amp; EHT complete book scrutiny &amp; pupil interviews half termly). Data analysis (FLT)</li> </ol> <p>Narrow the PP gap and accelerate PP progress:</p> <ol style="list-style-type: none"> <li>EHT to update impact of PP expenditure (PPGov &amp; RAC half termly). Data analysis (FLT)</li> <li>EHT to review alongside new Inclusion Lead &amp; Greenway Partnership (Resources; CAA Govs-analyse impact of interventions)</li> <li>PPM forms highlight vulnerable chn (CAA Govs &amp; EHT complete book scrutiny &amp; pupil interviews half termly)</li> </ol> <p>Narrow the gender gap and increase boys progress:</p> <ol style="list-style-type: none"> <li>EHT to highlight key gender gaps across federation (Resources; CAA Govs-half termly reports; data progress)</li> <li>Year Leaders to tweak curriculum to meet needs of cohort (HoS &amp; DHoS during PPM)</li> <li>PPM forms highlight vulnerable chn (CAA Govs &amp; EHT complete book scrutiny &amp; pupil interviews half termly)</li> </ol>	<ul style="list-style-type: none"> <li>Children in vulnerable groups make accelerated progress compared to peers in school</li> <li>Gap towards National is closing</li> </ul>

<b>Consistent approach to assessment across the federation</b>	<ol style="list-style-type: none"> <li>Buy into a consistent assessment tool across the federation (EHT&amp;IT Technician £2000)</li> <li>CPD for staff to use tool for 'data dips' &amp; analysis</li> <li>Consistent format of PPM across the federation</li> <li>Consistent reports written to share with LGB</li> <li>End of KS teacher assessments and test scores are transferred more easily</li> </ol>	<ol style="list-style-type: none"> <li>EHT &amp; HoS to ensure teachers are inputting data half termly and Yr Leaders are using data analysis tool to support PPM (HoS &amp; Yr Leaders)</li> <li>IT technician to support CPD required for staff (HoS – Autumn and Spring term)</li> <li>EHT to develop a format to record PPM and share with HoS (CAA Gvs)</li> <li>RAC committee reports regarding data and narrowing of gaps (EHT and RAC-half termly)</li> <li>KS1 data – TA and scores transferred in July to enable yr3 team to plan for autumn (EHT &amp; HoS-summer term)</li> </ol>	<ul style="list-style-type: none"> <li>Teacher assessment accurate in all year groups</li> </ul>	
<b>Curriculum development – Maths and Reading</b>	<ol style="list-style-type: none"> <li>Hamwic review days (FLT &amp; Hamwic)</li> <li>CPD in 'loopy' model for Maths (Hamwic &amp; teachers)</li> <li>CPD for gathering a range of reading evidence</li> <li>Progression in skills mapped out across the primary for Maths and Reading (HoS &amp; Maths/English Leads)</li> </ol>	<ol style="list-style-type: none"> <li>Outcomes from Hamwic review days are highlighted in SIP (LGB-Autumn term)</li> <li>EHT/HoS overview of CPD and Hamwic visits (LGB via EHT report – half termly)</li> <li>EHT/HoS overview of CPD and Hamwic visits (LGB via EHT report – half termly)</li> <li>HoS develop a primary curriculum map alongside Maths and English Leads (EHT-summer term)</li> </ol>	<ul style="list-style-type: none"> <li>100% gd or better T&amp;L in Maths and Reading.</li> <li>KS2 attainment raises from 39% to 60% combined</li> </ul>	
<b>Raise attendance % of all groups</b>	<ol style="list-style-type: none"> <li>Set targets for 2017-18</li> <li>Attendance action plans in place for schools &amp; use Greenway Partnership for support</li> <li>EHT to meet termly with attendance leads to review actions</li> <li>Begin to develop a 'federation strategic plan' for attendance e.g. 'recruitment' of attendance officer?</li> <li>Re-evaluate attendance strategies across the federation</li> </ol>	<ol style="list-style-type: none"> <li>Attendance targets set and reviewed (LGB-termly)</li> <li>Actions within plan have taken place &amp; review impact (EHT-termly)</li> <li>Same as above</li> <li>EHT to share 'federation plan' to LGB (summer term)</li> <li>Progression map of attendance strategies from KS1 to KS2</li> </ol>	<ul style="list-style-type: none"> <li>Attendance target of 96%</li> </ul>	
<b>Autumn Milestones:</b> <ul style="list-style-type: none"> <li>T&amp;L currently 65% (coaching plans in place)</li> <li>Data targets set with LGB</li> <li>Attendance target set with LGB</li> <li>Loopy Maths CPD (Hamwic)</li> <li>Begin Reading comprehension CPD (Hamwic)</li> <li>360 commenced – coaching plans in plan for RI</li> <li>Target Tracker in place for LT (Aut2 data inputted by staff)</li> </ul>		<b>Spring Milestones:</b> <ul style="list-style-type: none"> <li>90% good or better (depending on staff turbulence)</li> <li>Maths and Reading CPD to continue</li> <li>Data dip analysis</li> <li>Target Tracker supporting tracking attainment and progress</li> <li>Loopy Maths review – how is it working across the school?</li> </ul>		<b>Summer Milestones:</b> <ul style="list-style-type: none"> <li>100% good or better</li> <li>End EYFS, Phonics, KS1 and KS2 outcomes</li> </ul>

<b>SIP 3: To promote consistent learning behaviours across the primary federation which impact on pupil progress</b>			
<b>Why? Children are not yet confident and self-assured learners. They don't show good independent strategies and determination is not always evident.</b>			
<b>Specific Tasks</b>	<b>Action (Who? When? How much?)</b>	<b>Checkpoints</b>	<b>Success Criteria</b>
<b>Consistent 'learning powers' across the federation</b>	<ol style="list-style-type: none"> <li>1. Staff meeting to review '5Rs' (teachers-Aut term)</li> <li>2. 'Learning Powers' launch (HoS-Aut term)</li> <li>3. Half term focus on a learning power (teachers)</li> <li>4. Consistent displays up across the schools (HoS &amp; Yr Leaders)</li> </ol>	<ol style="list-style-type: none"> <li>1. Mins reflect CPD opportunities (LGB-Aut)</li> <li>2. Check consistency across the school via displays; assemblies; planning (half termly)</li> <li>3. Planning and book scrutiny show challenge and independence (HoS &amp; Yr Leads)</li> <li>4. Check consistency across the school via displays (HoS &amp; DHoS)</li> </ol>	<ul style="list-style-type: none"> <li>• Chn are able to talk about the learning powers and highlight examples in their work (LGB monitoring am)</li> </ul>
<b>Use of curriculum to enable application of learning powers</b>	<ol style="list-style-type: none"> <li>1. Begin to link curriculum provision with learning powers (Yr Leaders-half termly)</li> <li>2. Ensure 'mastery' at child's own level before moving on (FLT &amp; Subject Leads)</li> <li>3. Monitor 'challenge' offered through marking e.g. probing qu; next steps offered (FLT &amp; Subject Leads)</li> <li>4. Begin review of federation curriculum (DHoS with Greenway Partnership for support)</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning and book scrutiny show opportunities for challenge (Yr Leads share half termly to FLT)</li> <li>2. T&amp;L monitoring show challenge for all pupils (FLT-half termly)</li> <li>3. Book scrutiny show opportunities for challenge (FLT &amp; Subject Leads -half termly)</li> </ol>	<ul style="list-style-type: none"> <li>• Books beginning to show challenge and stretch; marking impacting on progress; chn reasoning</li> </ul>
<b>Federation 'Behaviour policy' in place</b>	<ol style="list-style-type: none"> <li>1. Trial 'flow chart' of behavior expectations and outcomes (DHoS &amp; YrLeads-Aut/Spring)</li> <li>2. Consistent behavior system across the federation (FLT-Spring)</li> <li>3. Consistent celebrations across the federation (FLT-Spring)</li> <li>4. 3 key behaviours underpinning policy e.g. respect; ready; safe</li> <li>5. Involve new Inclusion Lead</li> <li>6. House Teams and colours consistent across the school (same house as siblings)</li> </ol>	<ol style="list-style-type: none"> <li>1. % of low level behavioural incidences being dealt with by FLT decreases (FLT-half termly)</li> <li>2. Behaviour policy in place and consistent across schools (FLT &amp; LGB)</li> <li>3. Same as above</li> <li>4. Same as above. LGB check language as part of monitoring am (LGB-Spring2)</li> <li>5. Inclusion Action Plan impacting on SEND progress(EHT-Summer)</li> <li>6. Behaviour policy in place and consistent (HoS-Aut18)</li> </ol>	<ul style="list-style-type: none"> <li>• Federation Behaviour Policy in place</li> <li>• Reduction in exclusions at KS2</li> <li>• Children feel the policy is applied fairly</li> <li>• Changing perception about behaviour at BHJS by parents</li> </ul>
<b>Autumn Milestones:</b>		<b>Spring Milestones:</b>	<b>Summer Milestones:</b>
<ul style="list-style-type: none"> <li>• Consistency with 5Rs across the federation</li> <li>• Learning Power launch with children</li> <li>• Displays of learning powers in class</li> <li>• Yr3 trial 'flow chart'</li> <li>• LGB monitoring am – pupil voice regarding safety</li> <li>• Curriculum as a priority with Greenway Partnership</li> </ul>		<ul style="list-style-type: none"> <li>• 2 learning powers covered</li> <li>• LGB monitoring am – pupil voice regarding Maths</li> <li>• Behaviour INSET</li> <li>• Inclusion Lead appointed</li> <li>• Book scrutiny – marking focus</li> </ul>	<ul style="list-style-type: none"> <li>• LGB monitoring am – pupil voice regarding Maths</li> <li>• House teams in place across the school (launch for Sports Day?)</li> </ul>