



**Lisburne School Improvement Plan 2019-2020**

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## **Contents**

- 1. Quality of Education**
- 2. Behaviour and Attitudes**
- 3. Personal Development**
- 4. Leadership and Management**
- 5. EYFS**

## Quality of Education

1. To raise the attainment of reading and measure across the school.
2. To embed the assessment system to the new recommended scale.
3. To further develop independent learning in classes to boost childrens' confidence and take ownership of their own learning.
4. To develop and embed the curriculum in three key areas – please see curriculum development overview\*

Specific target	Action	Lead	Cost	Timescale	Success criteria	Monitoring & Evaluation
To raise attainment in the areas of <b>reading</b> and <b>measure</b> for those children moving from pre-entry to entry level (within new assessment framework)	<ul style="list-style-type: none"> <li>• Develop a culture of reading through school</li> <li>• Develop purposeful maths language in meaningful contexts</li> <li>• Monitor identified children through pupil progress meetings</li> <li>• Moderation meetings</li> </ul>	CP DW SLT	N/A	Throughout the year	Target children's progress monitored and appropriate interventions put in place. Outstanding progress made in reading and measure.	SLT and CDG to monitor and track progress.  Pupil progress meetings.  Mid and end of year data.
To ensure resources in classroom environments (both inside and out) are engaging, purposeful and create a challenging learning environment to encourage independent learning.	<ul style="list-style-type: none"> <li>• Enhanced creative learning experiences through the effective use of the outdoor learning environment</li> <li>• Staff to develop opportunities in a specific area of the curriculum.</li> <li>• All classes to implement and timetable outdoor learning sessions on a weekly basis and embedded in planning.</li> </ul>	SLT CTs	N/A	By November 2019	Children will feel confident in their class environment and enjoy learning. They will access purposeful tasks and begin to work independently.	SLT learning walk and class discussions  Observations.  Scrutiny of planning .
To further develop the curriculum, to clarify	<ul style="list-style-type: none"> <li>• GL &amp; AS to attend LA training on the new curriculum.</li> </ul>	GL AS	Cost of training.	By Spring 2020	Staff feel more secure using the new Ofsted	SLT meetings. Staff meetings.

expectations around intent, implementation and impact	<ul style="list-style-type: none"> <li>• GL &amp; AS to deliver staff meeting to train staff</li> <li>• Update action plans</li> <li>• Analyse action plans mid year.</li> <li>• Develop the impact of teaching in a variety of ways.</li> </ul>	SLT			framework in their subject leadership.	
To embed the assessment system to the new recommended scale.	<ul style="list-style-type: none"> <li>• Expand on and breakdown PKSS in Reading and Maths.</li> <li>• Develop the new five lenses with children working below P5.</li> <li>• Develop assessment folders to reflect Pre-subject specific learning.</li> <li>• Analyse mid and end of year data.</li> </ul>	GL AS SLT	-	By April 2020	New assessment system in place. Assessment system used by class teachers. Assessments analysed by assessment lead.	Pupil progress meetings Mid and end of year data SLT meetings. SISA feedback

\*Also see three focus areas for 2019-20's subject curriculum action plans  
In English, Maths and PSHE - Reading , Measure and Wellbeing (Pupil voice)

## Behaviour and attitudes 2019-2020

1. To moderate and quality assure the implementation of positive handling plans to ensure a consistent approach so that pupils make good progress towards their targets.
2. To develop the pupil voice to ensure every child within school has a voice in all areas of their learning.
3. Monitor the attendance of the pupil premium children carefully to identify underlying trends.
4. Evaluate where the schools' offer can be strengthened to meet the needs of the Disadvantaged and those children with attendance below 90%.

Specific target	Action	Lead	Cost	Time scale	Success criteria	Monitoring & Evaluation
To update positive handling plans regularly using them as a working document to best support the child.	To liaise with class team on methods used to ensure a consistent approach.	SLT CTs	Staff time	By Spring 2020	Strategies of the plan are put into place. Plans are regularly updated.	Class teachers to monitor and take ownership. Monitoring by SLT.
To improve school attendance for pupil premium children to match that of non-pupil premium children.	To monitor attendance. To liaise regularly with the FLCs. To celebrate termly, good and improved attendance. To ensure staff continue to take attendance correctly twice a day through SIMs.	SB KW FS	Staff time  Annual CPOMs Attendance prizes/certificates	By Spring 2020	School attendance for pupil premium children will match that of non-pupil premium children Average of 94% for whole school.	Half termly attendance figures analysed and compared. Cohorts and classes tracked. Meetings with parents where necessary with FLCs.
To develop the pupil voice across school in line with the whole school approach.	To allow all children to show their like and dislikes. To observe how each class presents their pupil voice. To evaluate confidence of children when using talking	GY GL SLT	Staff time  Overtime for	By Summer 2019	All pupils feel confident to share their 'voice'	Learning walks Questionnaires.

	mats or alternative recording method.		TAs involved in CDG			
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## Personal Development 2019-2020

1. Ensure the curriculum provides rich, varied and imaginative experience for all pupils.
2. Develop the PSHE curriculum to provide all children with support to improve their confidence, resilience and social skills in order to have a positive impact on their progress.
3. Ensure transitions between the onsite Primary are maintained and inclusion sessions are monitored and delivered to a high standard.

Specific target	Action	Lead	Cost	Time scale	Success criteria	Monitoring & Evaluation
<p>To create an individualised approach to teaching and learning within PSHE.</p> <p>To develop the pupil voice at Lisburne and embed it into the curriculum.</p>	<p>Email and collect timetable and class PSHE overview audit (Self-help, in the community, social and interaction and sex and relationships.)</p> <p>Personalised assessment tool to be created/ Shared during staff meeting.</p> <p>Class (SB, W, P, H) to trial new learning journey evidence throughout year. Learning journey evidence to be explained during meeting.</p>	GY SLT	-	September 2019-Jan 2020	<p>Personalised learning for PSHE will take place. Children have individual targets set and make progress. Outcomes improved for all children in PSHE.</p>	<p>Learning walks. Questionnaires. SLT minutes. Staff meeting minutes. Work scrutiny.</p>
<p>To allow children from Lisburne to access activities and lessons at Dial Park.</p>	<p>AHT to liaise with inclusion staff and Dial Park to create a varied timetable for children to access both sites. For sessions to take place.</p>	JB SLT	-	All year	<p>Sessions will be taking place on both sites. Children will feel settled and access the session/tasks offered to them.</p>	<p>Meetings with staff involved. Photo/video evidence.</p>

<p>To ensure outdoor learning environments are developed to enhance and optimise all learning opportunities.</p>	<p>Class Teachers to create an inviting space as an extension of the classroom Children to have the opportunities to choose to work in the outdoor area. To ensure each class has at least one outdoor learning session per week.</p>	<p>SLT CTs</p>	<p>Staff time  Class budgets</p>	<p>By Spring 2020</p>	<p>Learning Walk Maintaining outstanding in lesson observations on M4 and above.</p>	<p>Class teachers to monitor and take ownership. Monitoring by SLT. Mid-year team meeting to monitor and evaluate outdoor environments and update when necessary.</p>
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## Leadership and management 2019-20

1. To develop the curriculum in line with the new Ofsted framework to raise attainment for all children.
2. To provide strong, cohesive and effective leadership at all levels, providing staff with the training necessary to improve their own practice and teach more effectively therefore improving outcomes for all pupils.
3. To deepen coaching and mentoring practice to further develop leadership and management skills and opportunities to allow for outstanding attainment in core subjects.
4. To increase the governor involvement through the day to day running of the school.

Specific target	Action	Lead	Cost	Timescale	Success criteria	Monitoring & Evaluation
To further develop the curriculum to clarify expectations around implementation and impact to raise attainment for all children.	<ul style="list-style-type: none"> <li>• GL and AS to attend training</li> <li>• GL &amp; AS to develop the curriculum so it is ambitious and designed to give all learners the knowledge they need to succeed</li> </ul>	GL AS SLT	-	By April 2020	Learners develop their knowledge and skills. The pupils achieve well.	Pupil progress meetings Data analysis SLT meetings Observations and work scrutiny.
To support teachers in improving their subject knowledge in reading and measure to raise attainment for all children that are pre entry level.	<ul style="list-style-type: none"> <li>• Hold staff meetings for all Ts and HLTAs to improve their knowledge about early reading and how to teach measure.</li> <li>• To use maths week to raise the attainment and develop the teaching of measure.</li> </ul>	SLT DW	Staff meeting time	February 2020	Outcomes improved 80% of children make progress in both of these subject areas.	SLT meetings. Pupil progress meetings. Mid and end of year data. Work scrutiny.

<p>To develop position statements to create a culture of continuous improvement to support succession planning of future leaders.</p>	<ul style="list-style-type: none"> <li>Evaluate the evaluation tool amongst staff to redesign for next academic year.</li> <li>Staff meeting time to write position statements/reports yearly of what has been covered</li> </ul>	SLT	Staff meeting time.	Summer term 2 2020.	Staff are aware of their areas of strength and developments for the following year.	Staff meeting time. SLT discussions. Position statements collected.
<p>To support leaders with their monitoring and evaluation of subject/curriculum areas.</p>	<ul style="list-style-type: none"> <li>Weekly SLT with the appropriate staff attending.</li> <li>Senior and subject leaders will participate in appropriate training, peer mentoring and collaboration to develop their role, and to maximise the impact on pupil achievement across all phases.</li> </ul>	SLT HT	HLTA cover in class whilst Ts meet.	Jan 2020	Leaders at Lisburne will feel more confident in analysing their subject area. Governors will have more knowledge and a better understanding of key areas of the key stages.	Ongoing review by the SLT. Meetings/emails held with SLT – continuous discussions held throughout the year.
<p>To further develop the strategy implemented during 2018/19 of Governor visits to increase their strategic awareness and involvement in the development of our school systems linked to teaching and learning.</p>	<p>Ensure governors are clear about their roles and responsibilities Invite them to Governor training Days Set questionnaires and analyse the results</p>	SLT JB	-	June 2020	Governors will increase their involvement in the day to day running of school.	Analysis of questionnaires. SLT minutes. GB meetings.



## EYFS

- All staff to develop their understanding of the area of C&L (2) Understanding and work in partnership with therapists to help Reception children transition and all children develop their understanding throughout the year.
- For Holly Class staff to follow the whole school focus of Measures in Maths and adapt to the learning in EYFS.
- To develop pupil voice as part of the evaluation process for all children in the EYFS.
- To create opportunities for child-led imaginative play sessions to develop children's independence throughout the year.

<b>Actions</b>	<b>Persons Responsible</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Monitoring &amp; Activity (Method and Persons)</b>
<ul style="list-style-type: none"> <li>• Set up training sessions during team meetings for EYFS. Communication and Language – Understanding. Maths – Measures Being Imaginative.</li> <li>• Staff to wear bags and have resources available to use at all transition times. Use Board-maker to make AAC resources.</li> <li>• Invite parents/carers to workshop style meetings 1 per term to learn about language, understanding and AAC.</li> </ul>	<p>RB, JJ, LH, Therapists. Whole School JJ, IW</p> <p>RB, RK, CQ</p> <p>EYFS teaching Team.</p>	<p>Sept 2019 And throughout the year.</p> <p>Nov 2019 Feb 2020 May 2020</p>	<p>July 2020</p>	<p>Register and certificates.</p> <p>RB to monitor.</p> <p>EYFS teaching team to monitor and evaluate.</p>

<p>To audit resources, bid and make an order for Imaginative Play.</p> <p>Set up play activities for groups of children. Organise play days in Summer Term.</p> <p>Record sessions with video app and use for evaluation.</p> <p>Write an information booklet for parents about 'Imaginative Play and resources'</p>	<p>RB ,JJ, MW</p> <p>JJ, RB, LH, RK</p> <p>JJ, RB, LH, RK</p> <p>RB, IW, RK</p>	<p>July-Sept 2019</p> <p>Summer Term 2020</p> <p>May 2020</p>	<p>June 2020</p>	<p>RB</p> <p>SLT observations.</p>
<p>To mirror the training being done in Maths – measures by the whole school.</p> <p>Adapt 'Talking Maths' for the children in EYFS.</p> <p>Use Board maker to make symbols to help children who need to use AAC.</p> <p>Join in with Maths Week with whole school.</p>	<p>RB, LH</p> <p>LH</p> <p>LH, JJ, RB, RK</p> <p>All EYFS staff</p>	<p>Sept 2019</p> <p>All year</p> <p>All year</p> <p>May 2020</p>		<p>SLT observations.</p>
<p>To develop pupil voice as part of the evaluation process in EYFS and to join in Wellbeing training for whole school.</p> <p>Purchase Pictello and use on iPads.</p>	<p>EYFS teaching team</p> <p>AC, CP</p>	<p>Sept 2019 and throughout the year</p> <p>Sept 2019</p>	<p>June 2020</p>	<p>RB and SLT</p>