



School Improvement Plan 2020-2021

- Quality of Education
- Behaviour and Attitudes
- Personal development
- Leadership and Management
- EYFS
- Parental Engagement

Quality of Education 2020-2021

1. To raise the attainment of reading and measure across the school.
2. To conduct rigorous moderation around evidence of progress for the impact of learning.
3. To further develop independent learning in classes to boost childrens' confidence and take ownership of their own learning by weaving therapy in to all core lessons & class teachers taking ownership of SALT & OT delivery.
4. To embed the curriculum in three key areas in English, Maths and PHSE – please see curriculum development overview*

Specific target	Action	Lead	Cost	Timescale	Success criteria	Monitoring & Evaluation
To increase pupils' progress in the areas of reading and measure for those children moving from pre-entry to entry level (within new assessment framework)	<ul style="list-style-type: none"> • Develop a culture of reading through school • Develop purposeful maths language in meaningful contexts • Monitor identified children through pupil progress meetings • Moderation meetings 	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 increase childrens' engagement in the outdoor area through the development of purposeful and functional curriculum opportunities in the outdoor learning environments.	<ul style="list-style-type: none"> • Enhanced creative learning experiences through the effective use of the outdoor learning environment • Staff to develop opportunities in a specific area of the curriculum. • All classes to implement and timetable outdoor learning sessions on a weekly basis and embedded in planning. 	SLT CTs	N/A	By November 2020	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 .

<p>To further develop the curriculum, to support all staff with showing the 'impact' of the learning in their curriculum areas.</p>	<ul style="list-style-type: none"> • Weekly non contact to develop their subject area. Updated & analysed action plans. • Develop the impact of teaching in a variety of ways. 	<p>GL AS SLT</p>	<p>Cost of training.</p>	<p>By Spring 2021</p>	<p>Staff feel more secure using the new Ofsted framework in their subject leadership.</p>	<p>SLT meetings. Staff meetings.</p>
<p>To record using the assessment system across the whole school and conduct rigorous moderation around evidence of progress by SLT, subject leaders and class teachers.</p>	<ul style="list-style-type: none"> • Expand on and breakdown PKSS in Reading and Maths. • Develop the Engagement scale and branches with the sensory curriculum. • Develop assessment folders to reflect Pre-subject specific learning. • Analyse mid and end of year data. 	<p>GL AS SLT</p>	<p>-</p>	<p>By May 2021</p>	<p>New assessment system in place. Assessment system used by class teachers. Assessments analysed by assessment lead.</p>	<p>Pupil progress meetings Mid and end of year data SLT meetings. SISA feedback</p>

*Also see three focus areas for 2020-21s subject curriculum action plans
In English, Maths and PSHE - Reading , Measure and Wellbeing (Pupil voice)

Behaviour and attitudes 2020-2021

1. To implement strategies to support pupils' readiness and engagement with learning.
2. 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.
3. To develop the pupil voice to ensure every child within school has a voice in all areas of their learning.
4. Monitor the attendance of the pupil premium children carefully to identify underlying trends.
5. 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 2021	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	By Spring 2021	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. – linked to personal development	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	By Summer 2021	All pupils feel confident to share their 'voice'	Learning walks Questionnaires.

	mats or alternative recording method.					
To embed the 'zones of regulation' in classes to support the wellbeing of all children	To hold a staff meeting to explain the new behaviour techniques To start to use in class with children to show how they are feeling	JB PS	Staff time	Spring 2021	Zones of regulation will be embedded in class routines and children will be able to use their pupil voice to show what they need.	Learning walks Pupils' individual plans Meetings with staff Informal observations

Personal Development 2020-2021

1. To have a clearly designed curriculum where the curriculum drivers support the pupil understanding of diversity and improve their cultural, moral, social and spiritual development (linked to BAME and EAL)
2. Ensure the staff at Lisburne are equipped with the skills, knowledge and understanding to delivery an outstanding curriculum linked to personal development.
3. To improve the self-esteem, mental well-being and motivation of all pupils.
4. 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 review our SMSC offer.</p> <p>To raise cultural awareness for all pupils through community links and events. (PSHE week)</p>	<p>To hold a successful PSHE week where all children will have access and experience diversity.</p> <p>To focus on the impact during SMSC sessions in each class and evidence this in the whole school book</p>	GY	<p>Leadership time</p> <p>Staff meeting time</p>	Spring 2021	For all children to have had experiences of diversity.	<p>Photo evidence</p> <p>Evidence for the SEF in February 2021.</p>
<p>To fully establish the well-being team role in supporting staff (& in turn pupils) in their approach to self, others and learning including mental health.</p>	<p>To train TAs whole school using Tuesday team meetings once a term at least.</p> <p>To use staff voice to drive wellbeing support.</p>	<p>GY</p> <p>GL</p>	<p>Leadership time</p> <p>Staff meeting time</p>	Spring 2021	For staff to recognise and acknowledge wellbeing.	<p>Staff meeting time</p> <p>Questionnaires.</p>

<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>	<p>GY SLT</p>	<p>-</p>	<p>September 20- Jan 2021</p>	<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 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 2021</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>

Leadership and management 2020-21

1. To develop the curriculum in line with the updated 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 mentoring practice to further develop leadership skills and opportunities to allow for outstanding attainment in core subjects.
4. To develop safeguarding procedures to create a culture of continuous monitoring to support all staff and children to keep safe.
5. For the Headteacher to provide strategic leadership during the period of upheaval as new classes are established in response to expanding pupil roll at Overdale and Hollywood.
6. To further develop the effectiveness of the Governing Body in holding the HT and the SLT to account.

Specific target	Action	Lead	Cost	Timescale	Success criteria	Monitoring & Evaluation
To further develop the curriculum in line with the updated Ofsted framework to raise attainment for all children.	<ul style="list-style-type: none"> • Subject leaders to monitor their subjects • Staff meetings given to train staff 	GL AS SLT	-	By April 2021	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"> • Hold staff meetings for all Ts and HLTAs to improve their knowledge about early reading and how to teach measure. • To use maths week to raise the attainment and develop the teaching of measure. 	SLT DW CP	Staff meeting time	February 2021	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 safeguarding procedures to create a culture of continuous monitoring to support all staff and children to keep safe.</p> <p>To strengthen the safeguarding policy, systems and processes.</p>	<ul style="list-style-type: none"> Evaluate the evaluation tool amongst staff to redesign for next academic year. Staff meeting time to write position statements/reports yearly of what has been covered 	<p>Half termly DSL SB & GL</p> <p>FLC Overdale</p> <p>LH & KW</p>	<p>Staff meeting time.</p>	<p>Summer term 2 2021.</p>	<p>Staff are aware of their areas of strength and developments for the following year.</p>	<p>Staff meeting time. SLT discussions. Position statements collected.</p>
<p>To support new teachers (NQTs, RQTs, L6s) developing their subject knowledge and understanding of teaching and learning with their mentors (AS, RB, JB & LH)</p>	<ul style="list-style-type: none"> Individual NQT support weekly Reduced teaching timetable Opportunities to shadow a subject leader Observations 	<p>EYFS: AS & RB</p> <p>O'Dale: AS & JB</p> <p>L6 & RQT: LH</p>	<p>HLTA cover in class whilst Ts meet.</p>	<p>July 2021</p>	<p>New Teachers will be more confident to plan, prep and deliver good lessons by July.</p>	<p>Ongoing review by the SLT. Meetings/emails held with SLT – continuous discussions held throughout the year.</p>
<p>For the Headteacher to provide strategic leadership during the period of upheaval as new classes are established in response to expanding pupil roll at Overdale and Hollywood.</p>	<p>Recruitment of Ts/TAs</p> <p>- Mentoring NQTS</p> <p>Review deployment of FLCs</p> <p>Additional admin support</p> <p>Allocation of working spaces and non contact time</p>					

<p>To further develop the effectiveness of the Governing Body in holding the HT and the SLT to account.</p>	<p>Ensure governors are clear about their roles and responsibilities</p> <p>Invite them to Governor training Days</p> <p>Attach a governor to each curriculum area</p> <p>GB roles to be communicated to the whole school</p> <p>-</p>	<p>SLT JB</p>	<p>-</p>	<p>June 2021</p>	<p>Governors will increase their involvement in the day to day running of school.</p>	<p>Analysis of questionnaires. SLT minutes. GB meetings.</p>
---	--	-------------------	----------	------------------	---	--

EYFS ACTION PLAN 2020-21

1. To work with children and families to have a positive and seamless transition into Reception class and develop these relationships throughout the year.
2. For the children to grow in confidence and develop their own relationships with both staff and their peers.
3. To develop the individual teacher led activities but also give the children time to have child led learning opportunities with quality resources that enhance these experiences.
4. For the children to develop their understanding and language, to make choices and for all pupils to have a voice.

Specific target	Action	Lead	Cost	Time scale	Success criteria	Monitoring & Evaluation
To work with children and families to have a positive and seamless transition into Reception class and develop these relationships throughout the year.	<p>Set up training sessions during team meetings for EYFS.</p> <ul style="list-style-type: none"> • Communication and Language – Understanding. • Maths – Measures • Being Imaginative. <p>Invite parents/carers to workshop style meetings to learn about language.</p>	RB LH	<p>£60 for bags, pens, post its, notebooks.</p> <p>£200 for resources</p>	By July 2021	<p>A seamless transition into EYFS.</p> <p>Strong relationships constructed with staff, parents and children.</p>	<p>Discussions</p> <p>Informal observations.</p>
For the children to grow in confidence and develop their own relationships with both staff and their peers.	<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>	RB LH RK	£1000	By Jan 2021	Children will be more confident with other adults.	Tapestry observations.

	Write an information booklet and a booklet on Pictello for parents about 'Imaginative Play and resources'					
For the children to develop their understanding and language, to make choices and for all pupils to have a voice.	To develop pupil voice as part of the evaluation process in EYFS and to join in Wellbeing training for whole school. Develop use of Pictello with reception children. LH to train staff in team meetings.	RB LH RK	-	By May 2021	Staff will recognise pupil voice	Pictello. Informal observation. SLT observations.
To mirror the training being done in Maths – measures by the whole school.	EYFS maths training, looking at curriculum and resources to use. Use Board maker to make symbols to help children who need to use AAC. Join in with Maths Week with whole school.	RB	By Jan 2021	£200 for resources	Children at Hollywood will be taking part in similar activities to the main site.	SLT observations

Parental Engagement. 2020-2021.

1. To continue to provide regular Food Clinics collaboratively with SALT, staff teams and parents/carers to provide a consistent approach, between home/school.
2. HYMS Consultations to continue for parents/carers/staff focus, in relation to Positive Behaviour Support, and emotional Well-Being throughout school.
3. Sibling support to continue via the After School club, in relation to new structure from Sibs.Org.
4. To promote “ video learning” sessions via Dojo & tapestry , further developing what is presented/ included to meet all needs across the school community.
5. To ensure Parental Engagement activities/ FLCs are accessible to all, over the three school sites.

Specific target	Action	Lead	Cost	Timescale	Success criteria	Monitoring & Evaluation
1.						
To continue to promote joint working within school, for children with feeding difficulties/ food related sensory issues, as identified.	Food clinics to run fortnightly with SALT & OT- (as required) and facilitated with class teachers/FLC. To include parents/carers.	SALT- K.McConkey/ FLC/Class teams. OT as required.	£500.00	Ongoing throughout the academic year 20/21.	Attendance to clinics/ reviews and improvement in eating/ tolerating of foods, in all environments.	Joint analysis/ outcomes with SALT/OT/School/Home. Report for SLT/Governing Body. Summer 2020.
To provide information to all EYFS (early intervention) as above, via workshop with advice from SALT/OT/FLC	Parent/carer workshop re feeding information/ food therapy.	SALT/OT/FLC.	Non additional.	Autumn Term 2020.	Parents/carers attendance/ working on independently at home.	Feedback via evaluation to be shared with Governing Body in Spring 1 2020.
2.						
HYMS to continue consultations, as required within school to offer Positive Behaviour Support	Workshop/consultations to be delivered following planning with SB/ HYMS/CCLDT and FLC, July 20.	EM/ HYMS, SB/FLC School.	Resources £100.00	Academic Year- 20/21	High attendance of workshops/ observations/support to class teams, with positive outcomes	Evaluation/analysis via report and consultation with all parties.

strategies to parents/carers and an additional focus for staff/ pupils within the school environment.	Focus on assisting staff teams/ pupils within school for consultation and workshops. 1:1 consultations and workshops for parents/carers.				via strategies offered and implemented.	End of year report, Autumn 1, 2020 and 2021 to Governors/website.
3.						
To continue with Sibling support during the school year, to aid understanding/ resilience to those siblings who attend. Particularly for emotional health and well-being. Extension of Pupil voice within personal development.	Weekly After school clubs, term time only. To be offered to all Siblings within school, age appropriate focused groups for 6- 8 weekly sessions & celebratory session. These now follow Sibs.Org guidance for structure and the running of the groups	Fiona/ additional staff	£1000 to cover resources, speakers and staffing.	Academic Year. 20/21	Sessions are for a maximum of 8 children per age appropriate group, over a 6-8 week period. Attendance to be as set, and follow up evaluation re effectiveness for those in attendance.	Contribution to termly newsletters and feedback evaluation following workshops to Governors, July 2021.
4.						
To provide a further range of home learning via Dojo/ tapestry under a new heading to “video learning”. To reach all parents/carers to enhance opportunities for learning at home.	To encourage parental involvement with school based activities, particularly those harder to reach families, to access at home. To be supported by FLC/ class teams.	Alan C- I. T support/FLCs/ class teams.	No additional cost	Ongoing throughout the academic year 20/21.	Parents/carers access to learning in this way. Monitor views. Feedback to changes and accessibility.	Feedback via questionnaires/ Face to face contact with parents/carers. Shared within Headteachers report, 20/21.
5.						

<p>To develop relationships with new families at all three school sites. Ensure role of FLC is embedded and access to support and parental activities is equal across the board, in line with the school ethos.</p>	<p>To work closely as a team and with all staff across the three school sites to ensure consistency for all parents/carers/families. Regular supervisions will be key. Use of Tapestry/Dojo.</p>	<p>SLT/FLC/Class teams/Parents & carers and other key professionals.</p>	<p>£500 to cover PALS Meetings/speakers</p>	<p>Ongoing throughout the academic year 20/21.</p>	<p>Attendance at events, evaluation and Parental feedback questionnaires.</p>	<p>Feedback via Evaluometer, engagement activities, shared with parents/carers via the website. Headteachers report each term throughout 20/21.</p>
---	--	--	---	--	---	---