



# School Improvement Plan

## 2022 - 23

# Lisburne School Improvement Plan

2022-23

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The following areas are a focus to sustain high quality provision:

1. To continue to raise the attainment of English, Maths and PE across the whole school.
2. To provide the highest quality learning and teaching experiences which match the needs of children and help them reach their full potential and individual end points.
3. To maintain the approach of quality first teaching through a focus on modelling, assessment and feedback so that it maximises direct impact upon outcomes for children.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
To develop writing skills through curriculum links with technology so that 80% of all pupils make 0.6 levels of progress.	Develop staff knowledge Explore technology links Create a bank of resources Share good practice of teaching writing skills through technology.  To ensure inclusion takes place for a select cohort of children between classes or using the mainstream primary on the same campus	CP JJ English HUB SLT	See action plan	By Spring 2023	English HUB. Pupil progress meetings. Work scrutiny. Learning walks and observations. Children to improve in their pre-writing/writing skills visible in work scrutinies.
To continue to develop a love of reading through engaging and creative teaching opportunities.	Timetable reviews Reinstate library monitors to ensure reading provisions are well kept and accessible. Ensure teaching of phonics is consistent through the year. Reading Buddies to promote the love of reading	CP SLT	See action plan	Throughout the year	SLT and HUBS to monitor and track progress. Levels of reading to raise through the year. Children to meet their end of year target.  Pupil progress meetings.  Mid and end of year data.

<p>To improve pupil's progress and problem-solving skills in <b>Maths</b> through real life learning opportunities.</p>	<p>Develop problem solving skills across all sites from EYFS to NC.</p> <p>Develop staff knowledge and understanding by exploring practical activities and life skills which can be used to develop problem-solving skills in maths through:</p> <ul style="list-style-type: none"> <li>• INSET training</li> <li>• Staff meetings</li> <li>• Team meetings</li> <li>• Maths workshop</li> </ul> <p>Develop staff knowledge and confidence in the teaching of maths using I, we, you approach and a range of engaging activities/teaching approaches</p>	<p>DW LH Maths HUB SLT</p>	<p>See action plan</p>	<p>By Summer 2023</p>	<p>Maths HUB</p> <p>Pupil progress meetings</p> <p>Staff meeting questionnaires</p> <p>Learning Walks</p> <p>Observations</p> <p>Work scrutiny</p> <p>Planning scrutiny</p> <p>Mid and end of year data</p>
<p>To engage all pupils in regular physical activity for at least 15 minutes daily.</p>	<p>30 minutes recommended for ambulant pupils, 15 minutes minimum for Lisburne. Activities to increase heart rate &amp; build stamina.</p> <p>PE HUB will monitor daily exercise through-</p> <ul style="list-style-type: none"> <li>• PE book scrutiny</li> <li>• Learning walks/observations</li> <li>• PE homework half termly</li> <li>• PE award half termly</li> </ul>	<p>JB RC PE HUB SLT</p>	<p>See action plan</p>	<p>By Summer 2023</p>	<p>SLT and HUBS to monitor and track progress.</p> <p>Pupil progress meetings.</p> <p>Mid and end of year data.</p> <p>Observations</p>
<p>To increase staffs' confidence, knowledge &amp; skills of PE to facilitate excellent outcomes for pupils.</p>	<p>Questionnaire for all teaching staff to ascertain confidence &amp; areas for development for PE.</p> <p>3 CPD staff meetings delivered by external providers.</p> <p>Staff meeting for teachers to deliver PE linked to skills taught by external provider.</p>	<p>JB RC PE HUB SLT</p>	<p>See action plan</p>	<p>Autumn 1 Autumn 2 Spring 1  Spring 2</p>	<p>By end of academic year 2023, all teachers will be confident to support other teachers in 1 or more strands of PE.</p> <p>Teachers to be available to support colleagues and deliver joint lessons.</p> <p>Observations</p>

To embed the Pre Formal Curriculum ensuring that it is personalised and maximises progress by securing the recording of the Engagement Model.	Baseline new children in September. Research VI support and run training on INSET Develop Engagement Model and train new staff. Use Annual reviews to report on Engagement	SLT SB AS	See action plan	By Spring 2023	HUB meeting minutes Staff & team meeting time given to Deep dives Pupil progress Peer observations (TAs) Work scrutinies
To raise the profile of 'Understanding The World & Communities' so all the children in EYFS learn about diversity.	Ros will develop the EYFS curriculum to ensure that this area is well developed, resourced and staff are aware of the content.	RB SLT EYPs	See EYFS action plan	All year	EYFS learning journeys Tapestry Parent questionnaire Reports HT report
To reinforce fine motor skills in EYFS supporting the children to improve their feeding skills.	Staff will work with children on their OT skills (sitting at lunch and using cutlery) Modelled by staff & OT input	RB SLT EYPs	See EYFS Action plan	All year	EYFS learning journeys Tapestry Parent questionnaire Reports HT report
To further strengthen the teaching practice ensuring high quality teaching at all levels.	SLT in place to support all new staff in new roles: ECTs (GL & AS) UQs (AS) CW & TT L6s (EH) OM, TS, TC, RK EYPs (EH) HLTAs (CP & EH) TAs (CP, EH, DW & CM with Teachers) EYFS TAs (GL & RB) Regular meetings and training in place.		Cost – teaching time	Summer 2023	Class Observations Peer observations Appraisal cycle SLT meetings SSIA visits Assessment monitoring timetable Training schedules.

To implement a new method for recording learning and progress on Tapestry and Classroom Monitor to enable effective moderation.	Ensure all children are monitored regarding progress. Assessment is tracked within school and in pupil progress meetings. Embed the Engagement Model and branches with the sensory curriculum for five classes.  Analyse mid and end of year data. EYFS to baseline and monitor the attainment of the children under the EYFS framework.	GL AS SLT	N/A	By June 2023	Staff meetings / Training Pupil progress meetings Mid and end of year data SLT meetings. SISA feedback
To deliver a consistent curriculum that will be resourced and transferred ready for September 2023 in the new build.	SLT to analyse current curriculum needs in Spring term 2023. Class Teachers to be aware of their classes in Summer term Teachers to plan and resource their environments and lessons so that all children are focused in September.	SLT Class teams	Staff time	September 2023	SLT meetings Staff meeting time

\*Also see three focus areas for 2022-23s subject curriculum action plans  
In English, Maths & Physical Development.



## Behaviour and attitudes 2022-23.



**The following areas of Behaviour and Attitudes are a focus to sustain high quality provision:**

- 1. To ensure sustained attendance rates with a particular focus on those who are pupil premium to match the attendance of those who are non- pupil premium.**
- 2. To further enhance current school systems to develop consistency with behaviour, including behaviour plans and the recording of behaviour.**
- 3. To continue to support all staff with the implementation of a variety of classroom strategies including, ZOR and de-escalation with an extra focus on ECTs, Level 6s and new staff to ensure consistency across the school.**

<b>Specific target</b>	<b>Action</b>	<b>Lead</b>	<b>Cost</b>	<b>Time scale</b>	<b>Success criteria</b>	<b>Monitoring &amp; Evaluation</b>
To ensure attendance is above 94% through the year for whole school.	Monitor attendance. Liaise half termly with the FLCs.  Ensure staff continue to take attendance correctly twice a day through SIMs.	SLT	Staff time	To May 2023	Average of 94% for whole school.  Reduced amount of PA children.	Half termly attendance figures analysed and compared. Cohorts and classes tracked.

To actively encourage school attendance for pupil premium children to match that of non-pupil premium children.	Monitor attendance. Liaise half termly with the FLCs.  Ensure staff continue to take attendance correctly twice a day through SIMs.	SB FLCs	Staff time  CPOMS	By Spring 2023	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. EWO visits through the year.
To further develop approaches on how we record behaviours to create consistency across the school.	To develop how we record behaviours across the school including looking at the use of CPOMS and other behaviour recording systems.  Liaise with other schools to see the effectiveness of their behaviour recording systems.	JJ	TLR time	September 2022	Consistent approaches to CPOMS.	Reviewing the use of CPOMS and the effectiveness of its use to record behaviours.  Staff meeting about how we will record behaviours.  Support class teachers in logging behaviours should they need it.
To continue to monitor the quality of communication support plans and positive handling plans to ensure a consistent approach is followed, so children make good progress.	-Class teachers to revisit as and when behaviours appear.  -Behaviour lead to monitor and review behaviour plans on a termly basis from all classes to ensure	JJ	PPA time	September 2022 to July 2023	consistent approaches and methods used.  Behaviour lead to provide drop in sessions termly around support of	Pupil progress meetings  Minutes of meetings  SLT minutes



	<p>consistency across all three sites.</p> <p>-Tailor support for staff/ classes who need support with writing and reviewing plans.</p> <p>Liaise with EYFS so that some children may have CSPs.</p>				writing PHPs and CSP.	EHCPs
<p>To continue to embed 'Zones of Regulation' and other de-escalation strategies effectively across the school to support children's wellbeing and regulation.</p>	<p>-Work with class teachers and OT in how to support children's individual needs using the Zones of Regulation.</p> <p>Support ECTs in implementing successful de-escalation strategies within the classroom.</p> <p>Observations of behaviours within classes to help with strategies as requested by teachers and based on the analysis of CPOMS.</p>	JJ, FLC	Class time	Summer 2022	<p>Deliver parent workshop to key children with FLC.</p> <p>Training delivered ZOR based on the needs of teacher so they have understanding behind the concept and context and how to implement effectively.</p>	<p>Monitored by Behaviour Lead and SLT.</p> <p>Updates to GB termly and in the HT report.</p>

<p>To ensure all staff have the relevant Team Teach training and embed the use of Team Teach strategies used across school.</p>	<p>-Team Teach tutors to plan the delivery of Team Teach.</p> <p>-New staff to be Team Teach trained.</p> <p>-Staff already Team Teach trained to have refresher course.</p>	<p>JJ, JB, AC, AN</p>	<p>Team teach training costs</p>	<p>Summer 2022</p>	<p>Team Teach trainers (in house) to support staff in using Team Teach strategies appropriately.</p>	<p>SEF SIP evaluation Monitored through the year.</p>
<p>To ensure every child on a Positive Handling Plan is in receipt of a social story/transition page/now and next board to enable them to transition to the new build in September 2023.</p>	<p>SLT to liaise with teams ensuring children who need them have them in place.</p> <p>Children to have extra visits or videos of the new build.</p>	<p>Class Teams</p>	<p>Non contact time</p> <p>FLC time</p>	<p>Summer 2</p>	<p>Children will have a clear transition plan in place for the new site.</p>	<p>CPOMS FLC updates Staff meeting minutes</p>



**Personal Development 2022-2023\***



**The following areas of Personal Development are a focus to sustain high quality provision:**

- 1. To improve confidence and self-esteem of all pupils through developed enrichment opportunities, continuing to rebuild and reconnect with the community post COVID.**
- 2. To develop & improve the consistency of staff skills, knowledge and understanding of our core values and principles, across the three sites, whilst developing the delivery of our outstanding curriculum linked to personal development.**
- 3. To establish a robust transition package to support the mental health and wellbeing of all pupils in preparation for moving to the new build.**

<b>Specific target</b>	<b>Action</b>	<b>Lead</b>	<b>Cost</b>	<b>Time scale</b>	<b>Success criteria</b>	<b>Monitoring &amp; Evaluation</b>
To rebuild relationships within the school community through enrichment opportunities for all children.	Develop termly class buddy sessions. Provide opportunities for y6 to lead reading sessions. Values based assemblies to be established. Reestablish 'Play mornings' and invite parents in to join these. Establish 'Immersive learning weeks' at the start of the term.	GY GY GY/CP/ JJ/AN GY/KW CP	Staff Meeting costs.	All Year	Children will be increasingly able to communicate with a range of audiences. Children will transition within the school community with greater confidence.	Feedback via HT report. Pupil voice updates in Lisburne Leadership mornings. Termly updates to SLT. Learning walks Learning walks/ Work scrutiny.
To rebuild relationships with the wider	Children to access PE competitions.	JB	Staff Meeting costs.	All Year	Children will be increasingly able to communicate with	Feedback via HT report.

community through enrichment opportunities for all children.	<p>School council/Eco council from Offerton-Overdale site to mix termly.</p> <p>Develop links for inclusion with mainstream schools, across all three sites.</p> <p>SLT to ensure a strong partnership/collaboration with Dial park, ensuring joint ventures in supporting pupil development, achievement and socialisation.</p> <p>Mixed sites buddy sessions. (Offerton-Overdale/ Offerton-Holly)</p> <p>Enrichment trips to be organised termly. SLT to ensure all children are provided with new opportunities.</p> <p>FLCs to continue to work with teachers to identify target families to support to access community with.</p>	<p>CP/RC</p> <p>EH</p> <p>EH/GY</p> <p>GY</p> <p>GY/SB</p> <p>KW/LH /FS</p>			<p>the wider community.</p> <p>Children will transition within the community with greater confidence</p>	<p>Termly updates to SLT.</p> <p>Termly updates to SLT.</p> <p>Termly updates to SLT. Regular contact via email/meetings/ telephone.</p> <p>Termly updates to SLT.</p> <p>Photo evidence. Pupil voice- pupil questionnaires.</p> <p>Termly updates in FLC supervision meetings.</p>
To raise awareness of the 9 protected characteristics	<p>PSHE week to center around 9 characteristics &amp; relating texts.</p> <p>Lisburne Leaders to evaluate values calendar as part of leadership meeting.</p>	<p>GY</p> <p>GY</p>		All Year	Children/staff will have a greater understanding of the 9 protected characteristics.	Learning walks

through wellness assemblies.	<p>Staff voice- evaluate calendar of values.</p> <p>PSHE sig to update PSHE overview in line with updates from PSHE network meetings.</p> <p>Training of 9 characteristics to be provided to parents within SRE workshops.</p>	<p>GY</p> <p>GY</p> <p>GY</p>			<p>Children will access a range of assemblies throughout the year.</p> <p>Staff knowledge will have improved.</p>	<p>Lisburne Leadership meetings.</p> <p>Staff meetings/ Staff questionnaires.</p> <p>Meeting minutes.</p> <p>Training PowerPoints.</p>
To embed updated SMSC calendar through community links and wellness assemblies.	<p>Celebrate diversity through wellness assemblies.</p> <p>School council to organize whole school celebrations from SMSC calendar.</p> <p>Lisburne Leaders to evaluate SMSC calendar as part of leadership meeting.</p> <p>Money to be provided to classes to access experiences linking to SMSC calendar.</p> <p>Invite parents in for new/different religious festivals e.g. Holi spring term.</p> <p>Evaluate evidence in the whole school book.</p>	<p>GY/CP/JJ/AN</p> <p>CP</p> <p>GY</p> <p>GY</p> <p>GY/SB</p> <p>GY/AS</p>	<p>See PSHE &amp; Wellbeing action plan</p> <p>Within school budget</p>	<p>All Year</p>	<p>All children will have had access to a range of experiences.</p> <p>Children will access a range of assemblies throughout the year.</p> <p>Parent understanding of the curriculum &amp; SMSC will have improved.</p>	<p>Photo evidence.</p> <p>Learning walks</p> <p>Parent questionnaires.</p> <p>Parent feedback 'You said we did.'</p> <p>Work scrutiny.</p>

<p>To develop pupil voice of eco council, school council and Lisburne leadership team in order to support setting up environments in the new build.</p>	<p>Enhance pupil voice through half termly meetings.</p> <p>Councils to visit new site to look at the environment &amp; feedback to school during assemblies.</p> <p>Lisburne leadership team to vlog progress of environment and share on Dojo and Tapestry &amp; assemblies.</p>	<p>GY</p> <p>GY</p> <p>GY</p>		<p>Autumn -Spring 2023</p>	<p>Pupil voice of the eco council/school council/ Lisburne Leadership team will highlight how the children feel about new build/ what they want.</p> <p>Children across school will feel more confident in transition to new site. Parents/careers will feel confident about their child's transition.</p>	<p>Lisburne Leadership/ school council workbooks.</p> <p>School assembly book.</p> <p>Tapestry/DOJO evidence.</p>
<p>To expand well-being team to support Grace and Karen to develop MHFA roles for staff and parents.</p>	<p>Train three staff including SBM. (One non teaching member of staff on each site)</p> <p>Grace to feedback to SLT with numbers of staff accessing support.</p> <p>Continue to develop staff voice as part of wellbeing questionnaires.</p>	<p>GY</p> <p>GY/KW</p>	<p>See PSHE &amp; Wellbeing action plan</p>	<p>Spring 23</p>	<p>Termly staff questionnaire will show an impact. Termly data from wellbeing leads (referrals to counselling, access to support, absences).</p>	<p>Training attended.</p> <p>Termly updates to SLT.</p> <p>Staff questionnaire.</p>

To continue to develop roles of FLCs specialisms in preparation for emotional wellbeing changes of our children during move.	To upskill FLC - Riding the rapids course Train new FLC and support to establish training calendar for specialism decided.	KW KW	See FLC action plan	Spring 23	Summer parent questionnaire will show an impact on parent wellbeing. Parent confidence will have improved.	Training attended. Training calendar organized.
To ensure all transition programmes and packages are in place during Spring term ready for Summer term	SLT to share class lists as soon as suitable FLCs to work with families and class teachers to create social stories/timelines/transition booklets	SLT FLCs CTS	Staff time	Summer – Aut 23	Children will transition smoothly. Low amount of incidences Risk Assessments in place.	LA SLT GB minutes

\*Also see PSHE & Wellbeing Action Plan 2022-23



## Leadership and management 2022-23



Updated 8.7.22

The following areas of Leadership and Management are a focus to sustain high quality provision:

1. To embed safeguarding procedures to create a culture of continuous monitoring to support all staff and children to keep safe.
2. To provide strong and effective leadership at all levels, providing staff with the training necessary to improve their own practice and teach more effectively to improving outcomes for all pupils.
3. To embed the curriculum in line with the updated Ofsted & DfE framework to raise attainment for all children across the school.
4. For the Headteacher to continue to provide strategic leadership as the school prepare for the new build transition in September 2023.

Specific target	Action	Lead	Cost	Timescale	Success criteria	Monitoring & Evaluation
<p>All safeguarding systems and procedures will be compliant with statutory updates.</p> <p>All staff, including new starters, will understand their duties and responsibilities and will actively contribute to the culture of keeping children safe at Lisburne School.</p>	<p>Whole school Staff Training delivered by LA.</p> <p>Update of Safeguarding Policy.</p> <p>Safeguarding Audit</p> <p>E-safety training for staff &amp; parents.</p> <p>E-safety advice and procedures will be updated including guidance around</p>	<p>SLT</p> <p>SB</p> <p>EH</p>	<p>Any external training -</p> <p>Staff meeting time</p>	<p>Sept 2022</p> <p>Nov 2022</p> <p>Spring 2023</p> <p>Nov 2022</p>	<p>Safeguarding policies and procedures will be up to date and reflect the changes in KCSIE 2022.</p> <p>All staff will understand their duties in relation to safeguarding.</p>	<p>SLT meetings</p> <p>GB meeting minutes</p> <p>Weekly Staff meetings</p> <p>Staff training calendar and records</p> <p>CPOMS</p>



	<p>using CPOMs and Class Dojo Platforms.</p> <p>Monitoring and review of CPOMs.</p> <p>'Catch up' Safeguarding training.</p> <ul style="list-style-type: none"> <li>·Safeguarding to feature as an agenda point on staff and team meetings.</li> <li>· Weekly Safeguarding meetings across three sites.</li> <li>·Safeguarding lead to attend termly networks.</li> </ul> <p>Ongoing programme of DSL training</p>			<p>Ongoing</p> <p>Termly</p> <p>Half Termly</p> <p>Weekly</p> <p>Termly</p> <p>Throughout the year.</p>	<p>An appropriate number of staff will be DSL trained to build sustainability into the team.</p> <p>Staff will play an active role in identifying risks and reporting concerns.</p> <p>They will be clear in the process for doing this.</p> <p>Staff and parents will understand and agree to updated guidance around CPOMs and Tapestry usage.</p>	
<p>To effectively implement the Early Career Framework and maintain the Apprenticeship and Assessment Only Routes to ensure continued high rates of teacher retention.</p>	<p>SLT to remain as Induction Tutors</p> <p>Buy into the Golden Package with Bright Futures 4 ECTS and 1 AO route trainees to begin training QA by the LA</p> <p>Supported by Mentors at Overdale and Main Site</p> <p>Plan cohort for September 2023.</p>	<p>SLT</p> <p>AS</p> <p>GL</p>	<p>£400 per ECT</p>	<p>Two academic years for ECTS</p> <p>12 weeks from Sept - Dec for AO</p>	<p>All will begin their second year ECT in the new build and successfully complete their induction in July 2024.</p>	<p>Monitored with half termly observations. Regular work scrutinies.</p>

To continue to drive the school forward by building capacity at middle leadership.	Develop middle leadership Training for ECTS, NPQs (Bright Futures), Systems and structures, policies.	SLT time SLT Meetings	NPQ costs (Bright Futures)	Summer 2023	Teachers will Middle Leadership Courses. Completion of NPQML and NPQLBC.	Appraisal process. Feedback to HT in SLT Completion of courses.
To empower staff to take ownership of their own professional development through a whole school progression model.	SLT to develop a training plan for TAs through to ECTs (including TA Scale 3, 4 5 and 6)	EH CP	Staff time	Spring 2023	TAs know pathways involved HLTA training underway L6s accessing appropriate training	GB meetings SLT Staff Meetings Appraisal minutes
For the EYFS lead to share and connect with all HUB leads – to ensure consistency across the school matching start and end points.	RB to liaise with HUB leads. RB to invite HUB leads down once a term to EYFS to share updates.	SLT  RB AS	SLT time	July 2023	HUB leads will have a better knowledge and understanding of the pathways taught at Lisburne.	HUB minutes. SLT meetings GB.
To further develop the effectiveness of the Governing Body in holding the HT and the SLT to account, in light of the transition to the new build.	Ensure governors are clear about their roles and responsibilities Invite them to Governor training Days  GB roles to be communicated to the whole school.	SLT	GB time SLT time	Spring 2023	Governors will increase their involvement in the day to day running of school.	Analysis of questionnaires. SLT minutes. GB meetings.

<p>For the Headteacher to provide strategic leadership during the creation and development of the new build as well as delivering leadership across the entire school.</p>	<p>Mentoring ECTs</p> <p>Senior Leaders accessing NPQ training</p> <p>Recruitment of Teachers (Apprenticeship Route) TAs</p> <p>Deployment of FLCs</p> <p>Additional admin support</p> <p>Allocation of working spaces and non-contact time</p>	<p>SB SLT</p>	<p>LA funding.</p>	<p>Autumn 2023</p>	<p>Site created and ready for classes to move across.</p>	<p>LA feedback SSIA visits SLT</p>
<p>To secure a whole school staffing structure across the whole school in line with the transition to the new build.</p>	<p>Develop communication pathways with leads and co-leads within Senior Leadership</p> <p>SLT designated time in meetings</p> <p>New SLT/T and class structures created and developed</p> <p>Clear pathways for all sites to transition as smoothly as possible</p>	<p>SB GL AS JB LH</p>	<p>Staffing &amp; Leadership time</p>	<p>January 2023</p>	<p>Communication pathways will be embedded for staff to know the correct structure.</p>	<p>SLT</p>

<p>To develop our new site in order to meet the increasing demand for places from children in the local area.</p>	<p>SLT to meet regularly with LA and ensure deadlines are met. LF employed to ensure learning environments match those of the current sites.</p> <p>SLT to prepare lists for children joining the school in September 2023.</p> <p>To ensure all snagging issues with new build are fully addressed &amp; ensure resources are well managed</p>	SLT LA	SLT time	September 2023	New build prepared and ready to move in ready to teach in September 2023.	Regular meetings and communication with all stakeholders.
<p>To ensure that high standards provision for PP, TAC and CLA pupils are maintained with the transition to the new build.</p>	<p>FLCs up to date for any support the families need. Class teachers to regularly update CPOMS so all staff involved are aware Extra support and transition for the more vulnerable groups of pupils in Summer 2023.</p>	SLT FLCs		Summer 2023	Transitions will be smooth. Families feel comfortable and well prepared with the move.	HT and DHT to monitor. FLCs to liaise with families. Safeguarding meeting feedback.