

Long Lawford Primary School

Learning Improvement Plan

2017 – 2018



This is a working document that is frequently reviewed by all those involved in the development of Long Lawford Primary School and should be read in conjunction with the SEF. The Head teacher, staff and governors will monitor this plan carefully. Progress will then be reported and evaluated by the Governors who will be fully involved in monitoring the implementation of the plan and evaluating its impact. The school's external advisors will provide advice and also ensure the plan is properly implemented, monitored and evaluated. In evaluating this document we will use a RAG system of **RED** – not achieved, **Amber** – partially achieved and **Green** – fully achieved.

Learning Improvement Plan Overview:

LIP Priorities for the whole year		
Area for Improvement 1:		
By July 2018 significantly raise attainment across the school in reading: Ensuring that pupils make outstanding progress towards their end of year expectations and challenging targets. (Aspirational target 80% expected 30% Greater depth)		
Autumn term: Identify key areas of underperformance in 2017 assessments – FSP, end of year assessments (Yrs1, 3, 4 and 5) and KS 1 and 2 SATs. Set individual pupil achievement targets for 2017/18. Reviewed at pupil progress meetings.	Spring term: Focused support in place for children at risk at not reaching expected attainment or progress targets using accelerated reader program, intervention groups and achievement/ phase teams. Children are on track to meet expected progress targets.	Summer term: All pupils meet challenging and aspirational 2017-18 targets (*see target setting pgs. 3 -4)Achieving above national in reading.
Area for Improvement 2:		
By July 2018 significantly close the gap in attainment between vulnerable / disadvantaged pupils and their peers in reading, writing and maths.		
Autumn term: Recommendations from pupil premium review (Feb 2017) are implemented.	Spring term: Achievement / phase teams are in place with a rigorous focus on disadvantaged pupils and all underperforming children.	Summer term: Gap narrowed in reading, writing and maths for disadvantaged pupils in all year groups to be at least in line with national.
Area for Improvement 3:		
Develop leadership across the school and embed leadership team and governors in their new roles.		
Autumn term: By end of Autumn term members of the Leadership team and Governors are aware and effectively able to communicate their roles and responsibilities and be accountable for them at external review meetings.	Spring term: Governors SEF underway and evidence of distributed leadership seen through self-evaluation documents, external support and LA review meetings.	Summer term: ALL leadership and governors self-evaluation and review against the Ofsted framework is securely good judged by external support and LA review meetings.
Area for Improvement 4:		
Ensure all teaching is consistently good across the school to ensure attainment at KS2 is above national		
Autumn Term: SLT will ensure that rigorous monitoring of teaching identifies any areas of underperformance and sets challenging targets for all year groups in PM and Pupil progress meetings	Spring Term: All teaching is at least good and accelerated progress is being made by all pupils. Support plans will be in place for any not meeting these targets.	Summer Term All teaching is at least good and expected attainment is being met by at least 80% of pupils. KS2 results are above national in all areas.

Target setting:

2016 – 17 a big focus was to ensure progress was at least good progress from starting points. Targets were set at 90% of pupils making expected progress and 30% making better than expected progress. This will continue to be the case for 2017 /18. However we are also setting attainment targets for the year (please note there are no national comparisons for Years 1, 3, 4 and 5. Colours below indicate well above **PURPLE**, above **GREEN**, in line **YELLOW**, slightly below **AMBER** and below **PINK**)

Area of school / assessment	2017		Autumn 2017 update	Spring 2018 update	Summer 2018 Provisional	2018 Target
EYFS – all pupils	School	National				
Good level of development (GLD)	71%	71%				75%
Year 1 – all pupils	School	National				
Year 1 Phonics screening check	85%	81%				90%
Percentage who achieved age related expectations (to be at expected or above)						
Reading	79%					80%
Writing	71%					80%
Maths	78%					80%
Year 2 – all pupils	School	National				
Percentage who achieved age related expectations (to be at expected or above)						
Reading	78%	76%				80%
Writing	74%	68%				80%
Maths	79%	75%				80%
Percentage who achieved above age related expectations – working at greater depth						
Reading	31%	25%				30%
Writing	19%	16%				25%
Maths	22%	20%				30%
Year 3 – all pupils						
Percentage who achieved age related expectations (to be at expected or above)	2017		Autumn 2017 update	Spring 2018 update	Summer 2018 provisional	2018
Reading	70%					80%
Writing	57%					80%

Maths	61%				80%
Year 4 – all pupils					
Reading	68%				80%
Writing	69%				80%
Maths	65%				80%
Year 5 – all pupils					
Reading	76%				80%
Writing	76%				80%
Maths	74%				80%
Year 6 – all pupils	School	National			
Percentage who achieved age related expectations (to be at expected or above)	2017				2018
Reading, writing and maths	59%	61%			80%
Reading	59%	71%			80%
Writing	81%	76%			85%
Maths	75%	75%			80%
GPS	63%	77%			80%
Percentage who achieved above age related expectations – working at greater depth					
Reading	27%	19%			25%
Writing	32%	18%			30%
Maths	21%	23%			25%
GPS	25%	31%			25%

Priority 1: By July 2018 significantly raise attainment across the school in reading

- Quality first teaching is in place for reading using Edison Quality Framework for Learning and Teaching (QFLT) across the school
- All pupils meet 2018 targets as set out in LIP (pages 3 and 4) and pupil progress meetings October 2017.
- All staff meet 2017-18 appraisal targets

Milestones December 2017	Milestones March 2018	Milestones July 2018
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Thorough moderation of end of year data 2017. Baseline established for 2017 /18.	Data shows that majority of children (90%+) are on track to meet expected progress (from starting points) and end of year attainment in reading. Accelerated progress for identified children to close gap.	All pupils meet 2017 – 18 targets (*see target setting pgs. 3 -4)
Children not on track to meet expected progress (from starting points) and or end of year attainment are identified and planned for with targeted interventions.	Performance in ‘mock’ Yr. 6 SATs shows pupils on track to meet expected progress and attainment targets in reading. (see target setting pgs. 3 -4)	All teachers meet 2017 – 18 appraisal targets.
Challenging achievement (Attainment and progress) targets are set for all pupils linked to teacher’s appraisal targets	Climate walks show high levels of reading engagement and enjoyment across the school. Increased fluency, speed of reading showing greater comprehension skills.	Pupil interviews / questionnaires indicate high levels of reading for pleasure across the school.
CLIFE Power of reading project staff training session – resources shared	Teachers are planning and teaching effective reading lessons using whole book techniques based on the PoR. Moderated by English lead.	Gap is significantly narrowed in reading for disadvantaged pupils (-14% in July’17) to less than 10% difference.
Effective guided reading established across the school (KS1 focus).	Effective systems for guided reading are embedded across the school. Timetabled sessions delivered and moderated in KS1.	Pupils are next year ready for challenging targets.

Priority 1: By July 2018 significantly raise attainment across the school in reading to 80% at expected and 30% at Greater Depth

Responsibility: English Curriculum – lead Denise Curle.									
Key tasks		Lead	Start date	Completion	Monitored (by, how...)	Resources	Expected outcomes	Governance	Review notes and RAG rating
1.1	Identify key areas of underperformance	R B and N H	July ‘17	Sept ‘17	Analyse data and draw up proposed	Release time for R Barton and N	Communicate findings to staff and governors.	Data to be brought to FGB Sept ‘17	Shared with staff on INSET days Sept’17. Shared with FGB 20/9/17

	in 2017 data outcomes.				actions for 2017 / 18	Hetherington			
1.2	Establish a baseline for all pupils	Phase leaders: LM JC LC HS	Sept '17 collate venn diagrams pupils attainment	Oct '17 – Pupil progress meetings	HT and SLT in ½ termly pupil progress meetings Phase leads	Release time for teachers – staff meeting time x 1	Baseline agreed and signed off by FGB – Autumn	HT's report to P&S committee of governors Aut '17	Completed in Aut 1 – targets shared with teachers in Aut 1 pupil progress meetings
1.3	Establish a reading culture in school	English Lead - DC	Sept '17	July '18	English team will report to HT and SLT on ½ termly basis	Scholastic Book Fair – Sept '17 Termly author visits £300 – 500 x3 LC and DC will feedback CLIFE Power of reading training – DC check PoR used across school	Majority of children across the school will read for pleasure	HT's report to P&S committee Link governor visits – Aut, Spr, Sum	Book fair booked Sept'17. Community events planned Aut 2 e.g. 'After dark' Ks 2 and Bedtime story FS and KS 1. Author visit linked to Greeks booked for KS2 for Autumn 2. Guided reading strategy successfully implemented KS2 started in KS1
1.4	Identify children not on track or vulnerable to not being on track to make expected progress or attainment	Phase leaders: LM JC LC HS	Sept '17	Oct'17 – pupil progress reviewed by achievement teams (phase teams)	HT and SLT in ½ termly pupil progress meetings Achievement team meetings each ½ term	Release time for teachers to attend pupil progress meetings Release time for phase leads	EARLY identification of underperforming pupils and pupils vulnerable to underperforming– so that they can be targeted by timely interventions	Ht's termly report to P&S committee of governors.	Identified in Aut 1 pupil progress meetings. Continuing focus in Spring data collections and Pupil progress meetings.
1.5	Raise teacher's awareness of new curriculum	DHt English Lead	Sept'17	Nov '17	English Curriculum lead	Staff meeting – Staff to do KS 2 SATs	Teachers have a greater awareness of		Raised awareness of strategies to include in guided

	expectations for reading.					reading paper	raised national expectations for reading.		reading sessions for all years.
1.6	Establish good practice in reading – see outstanding practice.	DC	Oct '17	Dec '17	English Curriculum Lead RB and NH	Release time for DC –to visit outstanding Junior School and Infant school	Quality guided reading will take place in all classrooms across the school.	Link Governor visit – Aut 2	Review KS1 guided reading
1.7	Targeted interventions using accelerated reader set up for children not on track (*see 1.3)	DC and FP	Oct '17	April '18	HT and SLT in ½ termly pupil progress meetings	Accelerated Reader Started Summer '17	All pupils meet 2017 – 18 targets (*see target setting pgs 2 -3) ARE to be	HTs termly report to governors Link governor visit Spring	Training completed for key leads – 3 sessions. YR2-6 children identified for programme. Start 'Sept '17

Priority2: By July 2018 significantly close the gap in attainment between vulnerable / disadvantaged pupils and their peers in reading, writing and maths.

<ul style="list-style-type: none"> All disadvantaged pupils make at least expected progress in reading, writing, maths and GPS by July 2018. 50% make accelerated progress. Attainment gap between disadvantaged and non-disadvantaged pupils is reduced to less than 10% across the school. All teachers meet 2017-18 appraisal targets – priority 2 will be in a target in every teacher’s appraisal. Achievement teams are in place with a rigorous focus on disadvantaged pupils. 		
Milestones December 2017	Milestones March 2018	Milestones July 2018
School website will be fully compliant with	Data shows that all disadvantaged children	All staff meet 2017 – 18 performance

pupil premium reporting requirements.	(100%) are on track to meet expected progress (from starting points) and 80% are on track to meet end of year attainment	management targets *see standards tracker)
Disadvantaged children not on track to meet expected progress (from starting points) and or end of year attainment are identified and planned for with targeted interventions (30 day challenges).	Robust system of achievement for all will be in place for targeted disadvantaged pupils in school.	All pupils meet 2017 – 18 targets (*see target setting pgs 2 -3)
Attendance of disadvantaged pupils carefully monitored by Inclusion lead.	Attendance of disadvantaged pupils will continue to be carefully monitored and all PP pupils will be above 90% (persistent absence)	Books show evidence of regular attendance with good or better progress from starting points evidenced by summative (year end) data.
Reading , writing and maths books of disadvantaged children show evidence of good or better progress from starting points.	Achievement teams are running across the school with a focus on disadvantaged pupils. Evidence of interventions in phase leader records	Gap is significantly narrowed in reading, writing and maths for disadvantaged pupils to average of -5% or less in all year groups.
Training delivered class teachers – ‘Achievement for all’	Workshops for parents of disadvantaged children up and running based on needs identified by parents	Look at provision of Summer club / activities for disadvantaged families.

Priority 2: By July 2017 significantly close the gap in attainment between vulnerable / disadvantaged pupils and their peers in reading, writing and maths.

Responsibility: HT and DHs									
Key tasks		Lead	Start date	Completion	Monitored (by, how...)	Resources	Expected outcomes	Governance	Review notes and RAG rating
2.1	Produce a provision map for disadvantaged pupils.	LJ, NH and RB	July '17	Dec '17	HT and SLT in monthly planning meetings	Time LJ, NH and RB	Provision map in place showing how ring fenced funding is allocated.	HT's termly report to FGB	Update Provision map drawn up by DHs showing disadvantaged pupils across the school, their targets /

									interventions and approx.. spend
2.2	Set up 'achievement for all' programme with focus on learners vulnerable to underachievement. Encourage support from families	Class teachers JMcS LJ DR	Training SLT 21.9.17 support from BLIS	Dec '17	Achievement for all meetings every ½ term and report to HT and SLT.	Staff meeting time for Achievement teams	Teachers have a clear focus on pupils vulnerable to underachievement and take swift action to ensure they make good or better progress	HT's termly report to FGB	
2.3	Share and implement recommendations of pupil premium follow-up review conducted by Richard Sutton 15.3.17	DHT Inclusion Lead	Sept '17 Develop action plan 30 day challenges	Dec '17	HT and DH's in monthly planning meeting with Inclusion lead	reviews 30 days challenges	All teaching staff will have a clear understanding of effective practice in closing the gap.	HT's termly report to FGB	Key recommendations now addressed.
2.4	Ensure school website is fully compliant with statutory guidance on pupil premium reporting	HT DHT	Sept'17 update PP strategy	Oct half term '17	Website will be checked by DHs.	Release time / leadership time for HT.	Pupil premium strategy is on school website	Link governor to check website Nov '17	External review commissioned – almost completed key actions
2.5	Refine the focus of the Child and family Lead so that the main focus is on improving attendance of disadvantaged pupils	DHTs FSW – JMcS Learning mentor r DR	Oct '17 appraisal meeting	July '18	Termly appraisal meetings	Edison standards tracker for appraisal	FSW will have a significant impact on improving the attendance of disadvantaged pupils.	HT's termly report to FGB Link gov visit	New Inclusion manager, FSW and LM in role

Priority3: Develop leadership across the school and embed leadership team and governors in their new roles.

- ALL staff will adhere to and fulfil expectations set out in ACE guide (Staff handbook).
- All staff will be appraised against Standards using Edison Learning toolkit.
- Everybody taking responsibility for standards for themselves and school (distributed leadership)
- Evaluation of leadership opportunities within the school.

Milestones December 2017	Milestones March 2018	Milestones July 2018
Appraisal targets to be set for all staff in appraisal meetings for 2017 / 18.	All staff to collect evidence against appraisal targets. Termly review.	All staff in appraisal review for 2017-18 have evidence that they have met targets
New leadership teams – DHs, Governors, Phase Leads and Curriculum leads to be embedded.	All staff receive updated training in leadership skills and managing and running meetings. Cross school collaboration.	Leadership teams confident and confident to assess themselves against the Aspire CQA leadership module as strongly good.
'ACE' guide (staff handbook) to be issued to all staff	Achievement teams in school.	Staff feedback – questionnaires, interviews indicate high levels of engagement.
CQA assessment day is completed with next steps actions identified.	Curriculum team monitoring and evaluating standards in their subjects / areas across the school	CQA review identifies progress made throughout the year.
Staff wellbeing assessment (questionnaire)	Staff wellbeing group set up.	Assess and review.

Priority3: Develop leadership across the school and embed leadership team and governors in their new roles.

Responsibility: Head teacher and SLT

Key tasks	Lead	Start date	Completion	Monitored (by, how...)	Resources	Expected outcomes	Governance	Review notes and RAG rating

3.1	ACE handbook is drawn and agreed by all staff outlining all features of school life – and supporting community code.	DHs	Aug '17 New staffing structure and behaviour code updated	Nov '17	HT and DHs.	Release time for mentors.	Comprehensive guide in place for all staff working in school. Clear community code in place.	HT's termly report to resources committee.	Shared with all staff.
3.2	Appraisal targets set for ALL staff using Edison standards	DHs, Phase Leaders	Sept '17	Oct 31 st '17	HT and DHs Pay committee of FGB	Initial assessments completed using Edison Aspire resources	CLEAR culture of accountability evident in school. Updates in Jan'18		Appraisal has been done for all staff
3.3	New Curriculum Leads confident in role	KB Maths, DC English TS wider Curriculum	Oct '17 English subject leader training booked 1 per term New to maths training booked	July '18	Curriculum leads report to HT / DHs termly.	First training days for team leads wk. beg. Mon 10 th Oct 2016	Leadership is renewed and strengthened at all levels with a clear focus on what makes a school successful.	HT's termly report to FGB	This has been done – some current teams assimilating where possible to avoid extra work
3.4	Safeguarding, behaviour policy and staff conduct policy reviewed	DHs with SLT and Staff	started Inset 4.9.17 staff training 13.9.17	April '18	DH's and SLT	Staff Inset time. Staff training time Updated staff handbook Updated		HT's report to Resources Safeguarding governor visit each term.	This has been done at Sept '17 INSET days. New staff to be inducted e.g. caretaker using E learning materials

						training on safeguarding, Prevent and Team teach.			
3.5	Staff well-being	SLT and DHs	Sept '17 Questionnaire on staff morale	April '18	SLT and DH's	Team building sessions / training built in to each term	Questionnaire on staff morale repeated in Summer	HT's Summer term report to FGB.	This work is scheduled for the summer term
3.6	New Governors aware of their roles and have undertaken initial training	Clerk and Chair	Sept'17	Jan'18 Governors SEF underway Completed by July '18	Chair and DHTs	Governor services	Governors provide strong support and are confident in discharging their duties.	Governors attend training and SIO meetings	Review termly
3.7	Governors investigate quality mark and develop action plan	Governors	Sept'17	July '18	Chair and governors	Governor services	Governors gain a clear focus and timeframe for award of quality governance	Governor's minutes demonstrate progress towards mark.	Review termly

Priority4: Ensure all teaching is consistently good across the school to ensure attainment at KS2 is above national

- All Teachers have identified under-attaining pupils.
- Interventions and quality first teaching meet the needs of all children.
- All teachers meet 2017-18 appraisal targets – priority 4 will be in a target in every teacher's appraisal.
- Monitoring of teaching involves all teachers observing and working in partnership to improve their craft.
- Cross school moderation ensures accuracy of assessment.

Milestones December 2017	Milestones March 2018	Milestones July 2018
Appraisal targets to be set for all staff in appraisal meetings for 2017 / 18.	All staff to collect evidence against appraisal targets. Termly review.	All staff in appraisal review for 2017-18 have evidence that they have met targets
Teachers analyse and interpret data to identify children at risk of under-achieving and set up interventions to address any issues.	In pupil progress meetings identified pupils will be discussed and progress challenged.	Pupils meet targets set in 'target setting' – see above.
Cross school moderation for years 1, 3,4 and 5 is set up with other schools within the rugby area.	Spring term meeting judges accuracy of assessment with other schools.	Summer term moderation ensures accurate end of year data.
Training for new to Year 2 and 6 teachers arranged.	Moderation with LA moderators.	End of year moderation meetings
Triad of teachers improvement groups set up across year groups – lesson study.	Groups have been embedded and are showing increased awareness of other teaching strategies and their effectiveness.	Confidence in teaching shows as improved attainment for their classes.

Priority4: Ensure all teaching is consistently good across the school to ensure attainment at KS2 is above national

Responsibility: Head teacher and SLT

Key tasks	Lead	Start date	Completion	Monitored (by, how...)	Resources	Expected outcomes	Governance	Review notes and RAG rating
4.1 Identified under-attaining groups and set up interventions	Teachers and Senco	Sept' '17	Interventions set up by end Sept' Continue till July '18	Senco and SLT in Pupils progress meetings	Training for TAs, teachers	Under performing groups make accelerated progress	HT's termly report to FGB	

4.2	Appraisal targets	SLT and distributed leadership	Oct '17	Oct '18 updated Jan '18	SLT and distributed leadership	Edison targets	Teachers meet targets	HT's termly report to FGB	
4.3	Cross school moderation for years 1,3,4,5 set up	DHs	Oct '17	Meeting each term July finish	DHs	Other schools	Assessments secure in all year groups. Higher expectations of children's attainment	HT's termly report to FGB	
4.4	Training for new to FS, Yr2 and Yr6 booked	Teachers DHs and Phase leaders	Sept'17	June '17	DHs and Phase leaders	Cost of training approx. £400	Secure assessments in FS, YR2 and 6	HT's termly report to FGB	
4.5	Lesson study modules – triad of teachers	Phase leads	Sept'17	Ongoing	DHs	Cost of cover for teachers to be released	Increased awareness of effective strategies and teaching shows as higher attainment for classes end of year data.	HT's termly report to FGB	