

Long Lawford Primary School Learning Improvement Plan 2016 – 2017



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 and term by term priorities	RAG Evaluation of Progress with Issue		
	Autumn RAG	Spring RAG	Summer RAG
Area for Improvement 1: By July 2017 significantly raise attainment across the school in reading: Ensuring that pupils make outstanding progress towards their end of year expectations and challenging targets.			
Autumn term: Identify key areas of underperformance in 2016 assessments – FSP, end of year assessments (Yrs1, 3, 4 and 5) and KS 1 and 2 SATs. Set achievement targets for 2016/17.	Shared with staff and gobs Aut 1. Targets shared in pupil progress meetings Aut 1		
Spring term: Focused support in place for children at risk at not reaching expected attainment or progress targets using accelerated reader program.			
Summer term: All pupils meet 2016 – 17 targets (*see target setting pgs. 3 -4)			

Area for Improvement 2: By July 2017 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 (June 2016) are implemented.			
Spring term: Aspire achievement teams are in place with a rigorous focus on disadvantaged pupils.			
Summer term: Gap narrowed in reading, writing and maths for disadvantaged pupils in all year groups.			
Area for Improvement 3: All staff to be accountable for their responsibilities and meet their targets for 2016-17, fulfilling their standards.			
Autumn term: Challenging targets to be set for all staff in appraisal meetings for 2016 / 17 using distributed leadership and educate standards tracker.	Appraisal undertaken with all staff – targets set linked to LIP		
Spring term: ASPIRE teams embedded in school.			
Summer term: ALL staff meet 2016 / 17 appraisal targets.			

Target setting:

2015 – 16 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 2016 /17. 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	2016		Autumn 2016 update	Spring 2017 update	Summer 2017 Provisional	2017 Target
EYFS – all pupils	School	National				
Good level of development (GLD)	75%	69%				75%
Year 1 – all pupils	School	National				
Year 1 Phonics screening check	90%	81%				90%
Percentage who achieved age related expectations (to be at expected or above)						
Reading	85%					85%
Writing	85%					85%
Maths	78%					85%
Year 2 – all pupils	School	National				
Percentage who achieved age related expectations (to be at expected or above)						
Reading	77%	74%				85%
Writing	75%	66%				85%
Maths	81%	73%				85%
Percentage who achieved above age related expectations – working at greater depth						
Reading	34%	24%				30%
Writing	19%	13%				25%
Maths	26%	18%				30%
Year 3 – all pupils						

Percentage who achieved age related expectations (to be at expected or above)	2016		Autumn 2016 update	Spring 2017 update	Summer 2017 provisional	2017
Reading	39%					85%
Writing	37%					85%
Maths	47%					85%
Year 4 – all pupils						
Reading	65%					85%
Writing	65%					85%
Maths	76%					85%
Year 5 – all pupils						
Reading	60%					85%
Writing	70%					85%
Maths	58%					85%
Year 6 – all pupils	School	National				
Percentage who achieved age related expectations (to be at expected or above)	2016					2017
Reading, writing and maths	59%	53%				80%
Reading	59%	66%				80%
Writing	88%	73%				85%
Maths	78%	70%				80%
GPS	65%	72%				80%
Percentage who achieved above age related expectations – working at greater depth						
Reading	18%	19%				25%
Writing	31%	14%				30%
Maths	22%	17%				25%
GPS	20%	22%				25%

Priority 1: By July 2017 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 2017 targets as set out in LIP (pages 3 and 4) and pupil progress meetings October 2016.
- All staff meet 2016-17 appraisal targets using educate standards tracker

Milestones December 2016	Milestones March 2017	Milestones July 2017
Thorough moderation of end of year data 2016. Baseline established for 2016 /17.	Data shows that majority of children (90%+) are on track to meet expected progress (from starting points) and end of year attainment in reading.	All pupils meet 2016 – 17 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 2016 – 17 appraisal targets (*see educate standards tracker)
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.	Pupil interviews / questionnaires indicate high levels of reading for pleasure across the school.
CLIFE Power of reading project commences in Yrs. 2 and 6	Teachers are planning and teaching effective reading lessons using Edison QFLT.	Gap is significantly narrowed in reading for disadvantaged pupils (-32% in July’16) to less than 10% difference.
Effective guided reading established across the school.	Effective systems for guided reading are embedded across the school.	

<i>Priority 1: By July 2017 significantly raise attainment across the school in reading</i>									
Responsibility: English Curriculum team – 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 in 2016 data outcomes.	R B and N H	July '16	Sept '16	Analyse data and draw up proposed actions for 2016 / 17	Release time for R Barton and N Hetherington	Communicate findings to staff and governors.	Data to be brought to FGB Sept '16	Shared with staff on INSET days Sept'16. Shared with FGB 21/9/16
1.2	Establish a baseline for all pupils	Phase leaders: NH JC KB HS	Sept '16	Oct '16 – 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 '16	Completed in Aut 1 – targets shared with teachers in Aut 1 pupil progress meetings
1.3	Establish a reading culture in school	English team - DC	Sept '16	July '17	English team will report to HT and SLT on ½ termly basis	Scholastic Book Fair – Sept '16 Termly author visits £300 – 500 x3 LC and DC will undertake CLIFE Power of reading training - £2,400	Majority of children across the school will read for pleasure	HT's report to P&S committee Link governor visits – Aut, Spr, Sum	V. Successful book fair Sept'16. Author Luke Temple visited school Oct 6 th – really engaged the children V. Successful community events held Aut 2 e.g. 'After dark' Ks 2 and Bedtime story FS and KS 1.

1.4	Identify children not on track or vulnerable to not being on track to make expected progress or attainment	Phase leaders: NH JC KB HS	Sept '16	Oct '16 – pupil progress meetings And reviewed each ½ by ASPIRE 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.
1.5	Raise teacher's awareness of new curriculum expectations for reading.	Ht Phase leads	Sept '16	Nov '16	English Curriculum team Phase leads	Staff meeting – Staff to do KS 2 SATs reading paper Training on meeting ARE for reading with Jo Upton (Nov '16) for Phase leads.	Teachers have a greater awareness of raised national expectations for reading.		All teachers did part 1 of 2016 paper on 4/9/16. Discussed implications. Shared good practice to develop reading. Phase leaders undertook training on ARE for reading. INSET on reading planned for Jan 3 rd 2017 with Jo Upton
1.6	Establish good practice in reading – see outstanding practice.	RB and NH	Oct '16	Dec '16	English Curriculum team RB and NH	Release time for DHs – RB and NH to visit Marston Green Jnr School 3/10/16	Quality guided reading will take place in all classrooms across the school.	Link Governor visit – Aut 2	RB and NH visited Marston Green Jnr on 3/10/16. Saw highly effective system for guided reading. Implemented Aut 2 and

									working well. Need to review guided reading in KS 1.
1.7	Targeted interventions using accelerated reader set up for children not on track (*see 1.3)	R B and NH	Oct '16	April '17	HT and SLT in ½ termly pupil progress meetings	Accelerated Reader purchased Release time for FP to visit Marston Green Jnr school and time for training on program.	All pupils meet 2016 – 17 targets (*see target setting pgs 2 -3) ARE to be	HTs termly report to governors Link governor visit Spring	FP had successful visit. Accelerated reader Has now been purchased – but not yet started as training to be arranged for FP.
1.8	Teachers to plan and teach well-structured lessons in reading	ASPIRE – P&C team	Oct '16	July '17 *see ASPIRE Implementation plan	Phase leads with Aspire P&C team	Edison's Quality Framework for Learning and Teaching £25 x 6	Highly effective reading lessons are taking place in all classes. Teachers evaluate and improve their pedagogy using Edison's QFLT.	HTs termly report to governors	Very positive ASPIRE development day 13/10/16 – more realistic implementation plan of ASPIRE drawn up. Training delivered for P&C team - LC and SW

Priority2: By July 2017 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 2017. Many make accelerated progress. • Attainment gap between disadvantaged and non-disadvantaged pupils is significantly reduced across the school. • All teachers meet 2016-17 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 2016	Milestones March 2017	Milestones July 2017
School website will be fully compliant with pupil premium reporting requirements.	Data shows that majority of disadvantaged children (90%+) are on track to meet expected progress (from starting points) and end of year attainment	All pupils meet 2015 – 16 targets (*see target setting pgs 2 -3)
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.	Robust system of achievement for all will be in place for all disadvantaged pupils in school.	All staff meet 2015 – 16 performance management targets (*see standards tracker)
Attendance of disadvantaged pupils carefully monitored by family support worker.	Attendance of disadvantaged pupils will continue to be carefully monitored and will show improvement on 2016 levels.	Books show evidence of good or better progress from starting points and support view given by summative (year end) data.
Books of disadvantaged children show evidence of good or better progress from starting points.	Aspire achievement teams are running across the school with a focus on disadvantaged pupils.	Gap is significantly narrowed in reading, writing and maths for disadvantaged pupils to average of -10% or less in all year groups.
Training delivered to all TAs and teachers by Richard Sutton.	Maths workshops delivered to parents and carers by Jonathan Hughes (Maths consultant)	

<i>Priority 2: By July 2017 significantly close the gap in attainment between vulnerable / disadvantaged pupils and their peers in reading, writing and maths.</i>									
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.	NH and RB	July '16	Dec '16	HT and SLT in monthly planning meetings	Release time NH and RB	Provision map in place showing how ring fenced funding is allocated.	HT's termly report to FGB	Provision map has been drawn up by DHs showing disadvantaged pupils across the school, their targets / interventions and approx.. spend
2.2	Set up ASPIRE achievement teams with focus on learners vulnerable to underachievement	ASPIRE AfL lead - KJ Phase leads NH JC KB HS	Oct '16	Dec '16	Achievement teams will meet every ½ term and report to HT and SLT.	Staff meeting time for Achievement teams Release time for phase leads and AfL lead. First Aspire training for	Teachers have a clear focus on pupils vulnerable to underachievement and take swift action to ensure they make good or better progress		Agreed on ASPIRE day – 23 rd Nov 2016 that Phase teams will assimilate Achievement teams role

						AFL lead 12/10/16			
2.3	Share and implement recommendations of pupil premium review conducted by Richard Sutton (21 st June 2016)	HT	July '16	Dec '16	HT and DH's in monthly planning meeting	INSET for whole teaching staff with Richard Sutton 31/10/16	All teaching staff will have a clear understanding of effective practice in closing the gap.	HT's termly report to FGB	INSET delivered by Richard Sutton on 31/10/16 – teachers and TAs given 30 day tasks.
2.4	Ensure school website is fully compliant with statutory guidance on pupil premium reporting	HT	Sept'16	Oct half term '16	Website will be checked by Richard Sutton 31/10/16.	Release time / leadership time for HT.	Pupil premium strategy is on school website	Link governor to check website Nov '16	
2.5	Refine the focus of the Family support worker so that the main focus is on improving attendance of disadvantaged pupils	HT FSW - RC	Oct '16 appraisal meeting	July '17	Termly appraisal meetings Monthly ASPIRE S&FS team meetings	Educate 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	FSW retiring Easter '17. Proposed will advertise for a learning mentor
2.6	Set up pupil premium champion to work with disadvantaged pupils.	DHs	Sept '16	July '17	HT and SLT in ½ termly pupil progress meetings	Release time for DR – afternoons x 5 (per week) to work with targeted pp pupils.	Disadvantaged pupils will make good or accelerated progress.		DR has been given this task – working well. DHs – NH and RB also tasked with leading on this in their appraisal targets.

Priority3: All staff to be accountable for their responsibilities and meet their targets for 2016-17, fulfilling their standards.

<ul style="list-style-type: none"> • ALL staff will adhere to and fulfil expectations set out in ACE guide (Staff handbook). • All staff will be appraised against Standards using educate standards tracker. 		
Milestones December 2016	Milestones March 2017	Milestones July 2017
Appraisal targets to be set for all staff in appraisal meetings for 2016 / 17.	All staff using Standards tracker to upload evidence against appraisal targets.	All staff in appraisal review for 2016-17 have evidence that they have met targets
New leadership teams – DHs, phase leads to be embedded.	All staff receive updated training in safeguarding, team teach and prevent	Teachers to have received regular training / updates on H&S
Teachers to have received regular training / updates on H&S.	Teachers to have received regular training / updates on H&S.	Staff wellbeing risk assessment reviewed.
'ACE' guide (staff handbook) to be issued to all staff	ASPIRE teams to be embedded in school.	Staff feedback – questionnaires, interviews indicate high levels of engagement.
ASPIRE teams and leads to be established.	Curriculum team monitoring and evaluating standards in their subjects / areas across the school	
Curriculum teams to be refreshed with new staff – and staff changes.	Staff wellbeing group set up.	
Staff wellbeing risk assessment drawn up.		

Priority3: All staff to be accountable for their responsibilities and meet their targets for 2016-17, fulfilling their standards.									
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.	R Morrissey	Aug '16	Nov '16	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.	This has been drawn up – needs to be shared with all staff.
3.2	Appraisal targets set for ALL staff using educate standards tracker	R Morrissey	Sept '16	Oct 31 st '16	HT and Ass Hts Pay committee of FGB	Training given by educate to all staff 2/9/16 – initial assessments completed	Electronic, easy to use appraisal system is being used by all staff. CLEAR culture of accountability evident in school.		Appraisal has been done for all staff

3.3	ASPIRE teams to be set up.	R Morrissey	Oct '16	Oct '16	ASPIRE team leads will report to HT and SLT on ½ termly basis.	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	Staff to be aware of their responsibilities in terms of H&S, Safeguarding, conduct and pupil progress.	R Morrissey with SLT	Already underway	April '17	R Morrissey and DH's	Staff Inset time. Staff training time Updated staff handbook Updated training on safeguarding, Prevent and Team teach.		HT's report to Resources Safeguarding governor visit each term.	This has been done at Sept '16 INSET days. New staff to be inducted e.g. caretaker using E learning materials
3.5	Community code revised and refreshed in light of ASPIRE	Learning environment team CM AH JM HN	Jan '17	April '17	R Morrissey and DH's	Training for team lead 13/10/16 Release time per ½ for team to meet.	Clear community code holding everyone to account will be evident across the school.	HT's Summer term report to FGB.	This work is scheduled for the summer term