

**LINGFIELD PRIMARY SCHOOL**

**SCHOOL IMPROVEMENT PLAN**

**2017-18**

Lingfield Primary School is committed to ensuring that all pupils achieve to the very best of their abilities. We want all of our pupils to gain as much as they can from the wide range of learning opportunities that we offer and that they are prepared for the next stage of their education. This improvement plan for the academic year 2017/8 outlines those key areas which we seek to improve. It continues from the priorities from the improvement plan of 2016/7 and from the findings of the last Ofsted inspection in November 2017 when Lingfield was judged to be a good school.

**The Inspection identified the following as next steps for improvement.**

Leaders and those responsible for governance should ensure that:

- leaders' monitoring focuses upon boys' writing and the progress of pupils who have SEN and/or disabilities
- action plans are precisely linked to gains in pupils' outcomes so they can be evaluated accurately.

## **Objectives Summary**

### **Outcomes for Learners**

- Continue to ensure pupils' progress in maths is high and is a strength of the school.
- To continue to improve the quality of pupils' writing with particular emphasis boys writing.
- To improve rates of progress in reading, particularly with the high attaining pupils.
- To continue to ensure that outcomes are high for Year 1 pupils in the Phonics Screening Check.
- To continue to improve pupils' grammar, punctuation and spelling.

### **Quality of Teaching, Learning and Assessment**

- To provide opportunities for all pupils to develop understanding at greater depth across the curriculum, but particularly in reading, writing and maths.
- Continue to improve the consistency of marking and feedback across school.
- Continue to improve the quality of teaching in order that more is judged to be outstanding over time.
- Ensure that Teaching Assistants are well deployed and highly trained to secure maximum impact on improving outcomes for children.

### **Personal Development, Behaviour and Welfare**

- To ensure that all children have an age appropriate understanding of e-safety.
- To improve pupil involvement in behaviour management.
- To improve pupils behaviour at breaktime and lunchtime.
- To ensure that school is fully meeting the PREVENT agenda.
- To ensure that all staff are up to date with safeguarding training including e-safety issues and PREVENT.

### **Leadership and Management**

- To continue to develop a coherent and purposeful assessment policy which provides diagnostic information to teachers, informs future planning and provides information in terms of where children are at, at specific points in time.
- To continue to develop a robust tracking system.
- Ensure that leadership is developed at all levels.
- To ensure that Governors continue to challenge and support the school in its development.
- To develop 'middle leadership' in school so that teachers take an active lead in their areas of responsibility.
- To continue to work towards academy conversion with the three partner schools.

**Improve outcomes for learners;**

Objective	Actions	Resources	Responsibility	Time Scale	Monitoring/Evaluation	Success Criteria
<p>To continue to ensure pupils' progress in maths is high and is a strength of the school.</p>	<p>To provide opportunities for all pupils to demonstrate understanding of mathematical concepts, at greater depth.</p> <p>Regular 'Basic Skills' work in place across school allowing pupils to keep learning 'sharp'.</p> <p>A systematic programme is developed for the teaching and assessment of times tables in response to the introduction of the Y4 tables check.</p>	<p>TA intervention time to be identified and mapped out at the start of each half term.</p> <p>Opportunities for applying learning in a range of different contexts provided.</p> <p>Basic Skills test resources</p>	<p>Mrs Prince</p> <p>Mrs Prince</p> <p>Mrs Prince</p>	<p>Autumn Term 2017 onwards</p> <p>Autumn 2017 onwards</p> <p>Autumn Term 2017 onwards</p>	<p>Pupil Progress meetings/Book scrutinies</p> <p>Pupil Progress meetings</p> <p>Outcomes of times tables tests.</p>	<p>The percentage of pupils who are at or exceeding is 86%, at the end of KS2 the progress measure is above 2.</p> <p>Compared to previous years a greater proportion of the most able pupils convert to greater depth at the end of Key Stage 2 so that it is above the national and broadly in line with previous school performance. (2017 School 60%, nat 22.6%)</p>
<p>To continue to improve the quality of pupils' progress in writing with particular emphasis on boys writing.</p>	<p>To review the impact of Talk for Writing in the last academic year and identify areas for development.</p> <p>Ensure that the quality of writing in different subjects is the same as that in English lessons.</p>	<p>Staff Meeting</p> <p>Leadership Time</p>	<p>Mrs Jones</p> <p>Mrs Jones</p>	<p>Autumn Term 2017</p> <p>Ongoing</p>	<p>Planning scrutinies/pupil progress meetings.</p> <p>Work Scrutinies</p>	<p>At the end of KS2 the progress score for writing is above 0.</p> <p>The gap between the progress of girls</p>

<p>To provide moderation opportunities across school and across other schools. Cluster schools 'Sharing good practice' meeting in June 2017. Time table in place with a key focus for each meeting.</p> <p>To carry out lesson observations to monitor the quality of the teaching of writing and identify any appropriate CPD/good practice which could be shared.</p> <p>CPD-Teachers and TA's to visit other settings to see how writing is taught to engage boys in all phases.</p> <p>School participating in Exeter University 'Grammar for writing' project.</p> <p>Catch Up training and project to improve reading and writing for pupils who are below age-related in Years 4 and 5</p> <p>All teaching staff access CPD Engaging more able writers.</p>	Staff Meeting	Mrs Jones All teaching staff to attend at different schools.	Autumn Term 2017 onwards	Feedback from staff concerning confidence around assessment judgements.	and boys is reduced. (2017 boys - 2.71, girls -0.24, gap 2.47)
	Leadership Time	HT/Deputy Head SLT	November 2017	Outcomes of lessons	
	Release Time	Teachers and TA's	Spring Term 2018	Improving teaching of writing	
		Mrs Prince	Autumn 2017	Work scrutinies demonstrate greater application of grammatical conventions in pupils work.	
	TA Time	Mrs Jones		Improving reading and writing	
	PD Day January 25th	Mrs Jones + HT	Spring term 2018	Lesson observation records note that strategies for more able writers are employed across school.	Compared to previous years a greater proportion of the most able writers convert to greater depth at the end of Key Stage 2 so that it is at least in line with the national. (2017 School 13.3%, nat 17.7%)

<p>To improve rates of progress in reading, particularly with the high attaining pupils</p>	<p>Visit local Primary School to see new approaches to guided reading, working on a whole class approach.</p> <p>Audit reading materials in organise in book bands so that books are targeted to specific ability groups.</p> <p>Continue to investigate standardised reading tests to support summative and diagnostic assessment.</p> <p>Investigate comprehension resources with particular emphasis on the most able pupils.</p> <p>Develop a reading reward scheme for children who read at home at least once a week.</p>	<p>Leadership time Release time Staff Meeting Time</p> <p>£5 book token for every year group (1 to 6) provided every half term from Vision Supply Agency</p>	<p>Mrs Jones</p> <p>Mrs Jones</p>	<p>November 2017</p> <p>Summer holidays 2017</p> <p>On going</p> <p>On going</p> <p>From second half of Autumn Term 2017 onwards</p>	<p>Lesson Observation</p> <p>Outcomes from tests</p>	<p>Compared to previous years a greater proportion of the most able readers convert to greater depth at the end of Key Stage 2 so that it is above the national and broadly in line with previous school performance. (2017 School 40%, nat 24.5%)</p>
<p>To continue to ensure that outcomes are high for Year 1 pupils in the Phonics Screening Check.</p>	<p>To continue to monitor and develop phonic teaching across EYFS and KS1.</p> <p>To continue to develop a team of parent volunteers to listen to children read on a 1:1 across school.</p>	<p>Release time</p> <p>Release time</p>	<p>SLT</p> <p>Mrs Jones</p>	<p>Ongoing</p> <p>Autumn 2017</p>	<p>Phonics data collected termly. SLT carryout phonics check at the end of the autumn and spring term.</p> <p>Targeted pupils are listened to more frequently on a 1:1 basis.</p>	<p>The percentage of pupils who meet the expected standard in the Y1 phonics test remains above 90%.</p>

	<p>To introduce standardised reading tests across school as part of our assessment processes to inform teaching and also to check attainment and progress of pupils at key points.</p> <p>To hold a meeting for parents to ensure shared understanding of how we teach reading with a particular emphasis on phonics.</p>	Staff Meeting Time	Mrs Jones  HT/DH	Autumn Term 2017  September 2017	<p>Standardised scores collected and tracked across school. Diagnostic information from tests shared at pupil progress meetings.</p> <p>Level of attendance at the meeting.</p>	
To continue to improve pupils' grammar, punctuation and spelling.	To review the 'Assertive Mentoring' approach to the teaching of grammar and spelling and identify any changes that are required.	Staff Meeting	Mrs Jones	Autumn Term 2017		Outcomes in the GPS tests remain above 90%

### Improve the quality of teaching, learning and assessment

Objective	Actions	Resources	Responsibility	Time Scale	Monitoring/Evaluation	Success Criteria
To provide opportunities for all pupils to demonstrate mastery, particularly in reading, writing and maths.	To ensure pupils from EYFS identified as exceeding (GD) are tracked and given learning opportunities to challenge	Pupil Progress meetings	HT/SLT	Time tabled throughout the year.	Pupil progress meetings indicate that work planned takes into account prior attainment groupings	As prior attainment groups move through school, the more able group increases in size and the lowest attaining group shrinks.
To continue to improve the consistency of marking and feedback across school.	Review and improve the clarity of the marking policy in light of curriculum changes.  Ensure that marking and feedback is a focus of work scrutinies.  Ensure that pupils are given time to respond to the feedback, both written and verbal, in order to improve their work.	Staff Meeting  SLT Time  Staff Meeting Time	SLT  SLT  All staff	On going  Ongoing  Ongoing	Work sampling Lesson observations	Marking and feedback is consistently applied by all adults. Pupils regularly respond to feedback and work is further improved.
Ensure the quality of teaching is high in order that pupil outcomes improve over time.	All staff have a good working knowledge of the expectations from the current Ofsted guidance in terms of the quality of teaching.	PD Day/Staff meeting time	HT	Autumn Term 2017	Lesson Observations Pupil progress meetings	See reading writing and maths.



	All staff have the opportunity to visit other schools.	Release Time Staff CPD Teaching staff attend More able Writers PD Day delivered by Alan Peat.	SLT	Spring Term 2018 onwards		
Ensure that Teaching Assistants are well deployed and highly trained to secure maximum impact on improving outcomes for children.	<p>Audit of need carried out matched to interventions required.</p> <p>All Teaching Assistants attend training on effective working with pupils.</p> <p>Ensure that class support is targeted and specific to the needs of learners and the lesson.</p> <p>Ensure that vulnerable groups of learners have access to timetabled, targeted interventions with teachers as well as TAs.</p>	Leadership release time.	<p>SLT</p> <p>HT</p> <p>SLT</p> <p>SLT</p>	<p>Autumn Term 2017 onwards</p> <p>Spring Term 2018 £600</p> <p>Timetabled Pupil Progress Meetings</p> <p>Timetabled pupil progress meetings</p>	Pupil Progress data, before and after interventions. Lesson Observation records.	Targeted pupils make either expected progress or catch up with their prior attainment group based on required need.
To improve staff's knowledge of how to work with children with autism.	Two staff meetings on autism awareness training to be delivered by educational psychologist David Collingwood	<p>Staff Meeting Time</p> <p>Additional pay for TAs who attend training</p>	Mrs Jones	Autumn Term 2017	IEPs for children with autism or with autistic tendencies include some of the strategies from the training	All teaching staff attend the training.

To develop support staff's knowledge and skills for working with children with delayed speech and language.	To access training and out reach support from Overfields Primary School	TA (Kate Locherie) to attend Overfields Primary (1/2 day)	Mrs Jones	Autumn Term 2017 onwards	IEPs for children with speech and language delay include teaching methods and strategies from training at Overfields.	TA to develop a better understanding of how to deliver an individualised curriculum with a focus on developing speech and language skills.
---	---	---	-----------	--------------------------	---	--

**Improve pupils' personal development, behaviour and welfare in order that;**

Objective	Actions	Resources	Responsibility	Time Scale	Monitoring/Evaluation	Success Criteria
Ensure that all children have an age appropriate understanding of e-safety.	As part of the PSHCE and Computing curriculum, lessons are delivered around e-safety.  Assemblies are planned to have an e-safety focus.	Curriculum Timetabling	HT/Teachers	On going	Planning scrutinies	All pupils have a clear understanding of what it means to be e-safe and how to conduct themselves in a respectful manner towards others whilst online.
Improve pupil involvement in behaviour management	To continue to develop a team of Lingfield Leaders in Y6 to support the management of behaviour around school.	Class Time Cost of badges	HT & Mrs Prince	Autumn Term 2017	Learning Walks Pupil Interviews	Y6 pupils are ambassadors of the school and set the very best example in terms of behaviour and attitude for the rest of the school to follow.
To improve pupils behaviour at break time and lunchtime.	Set up a team of Y5 playground buddies to work with younger children, encouraging positive play.	Break time equipment	DHT	Autumn 2017		Incidents of poor behaviour at break times and lunch time are reduced. Many pupils are engaged in purposeful play. The number of recorded incidents is reduced.
To ensure that all staff are up to date with safeguarding training including e-safety issues and PREVENT. Incentives for pupils to ensure attendance remains high. Set up termly attendance reward scheme,	HT to deliver safeguarding updates to all staff. Staff to access online safeguarding and PREVENT training  Set up 100% attendance raffle at the end of each term  Registers are monitored any issues are addressed.	HT	All staff  Office staff	Autumn Term 2017  Spring 2017	Staff record of completion  Monitor attendance %	All staff are fully aware of their role in terms of safeguarding and know the procedures in school.  Attendance is above the national average.
Staff to be clear on the school's SRE policy and to ensure it is implemented	To review current provision of SRE and revise current policy	Staff Meeting Time	Mr Thackstone	Spring Term 2018	SRE policy Teacher's planning reflects agreed procedures.	SRE policy shared with staff, governors & parents.

**Improve the quality of leadership and management in order that;**

<b>Objective</b>	<b>Actions</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring/Evaluation</b>	<b>Success Criteria</b>
To continue to develop a coherent and purposeful assessment policy which provides diagnostic information to teachers, informs future planning and provides information in terms of where children are at, at specific points in time.	Review current assessment procedures.  In light of review, identify areas for development and implement.	SLT/staff meeting time.	HT	Summer 2017	Reports to Governors	An up to date assessment policy is in place.
To continue to develop a robust tracking system.	To ensure tracking systems track relevant and purposeful data which is used by teachers to monitor progress and inform future planning.	Staff Meeting time.	SLT	Ongoing	Reports to Governors	
To ensure that Governors continue to challenge and support the school in its development.	Arrange Link Governor Meetings annually;	Meeting Time	Chair of GB	From September 2017	Reports from Link Governors to full GB;	Each Governor attends a minimum of 4 out of 6 meetings.  Link Governors complete a visit and report back to the FGB annually.  Each Governor commits to attending at least 1 training session a year.  All Governors receive an annual safeguarding/PREVENT update.

<p>To develop 'middle leadership' in school so that teachers take an active lead in their areas of responsibility.</p>	<p>Middle Leader training</p> <p>Provide dedicated leadership time for staff to carry out school improvement activities.</p>	<p>Staff Meeting Time.</p>	<p>SLT</p>	<p>Autumn Term onwards</p>	<p>Reports to Governors.</p>	<p>Middle Leadership is an objective in Performance Management for identified staff.</p> <p>Each identified middle leader will produce a policy and portfolio of work.</p>
<p>To continue to work towards academy conversion with the three partner schools.</p>	<p><b>Complete consultation of all stakeholders</b></p> <p>Work with identified project consultants (AVEC) to devise an appropriate governance structure.</p> <p><b>Appoint legal representation</b></p> <p>Devise the appointing process for CEO and CFO.</p> <p>Complete appointment of the above.</p> <p><b>Aim for submission of application forms end of November 2017.</b></p> <p>Dependent on Head Teacher Board timetable, work towards an April 1<sup>st</sup> 2018 conversion.</p>	<p>Leadership Time</p>	<p>Head Teachers form each school.</p> <p>The Academy Steering group.</p>	<p>Ongoing through the summer, autumn and spring terms with a view to convert April 1<sup>st</sup> 2018.</p>	<p>Reports to Governors at every Governing Body meeting (regular agenda item).</p>	<p>All four schools successfully convert and the James Cook Learning Trust is formed.</p>