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**Lindale CE Primary School**

**School Improvement Plan 2017-2018**

**Progress reviewed half-termly**

**Last updated: 20th July 2018**

**Key**

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|  | Not yet started / not a current focus |
|  | In progress |
|  | Majority accomplished |

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| **PRIORITY 1** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Continue to develop an exciting, challenging and relevant curriculum** | Outstanding teaching and exciting cross-curricular work with a focus on mastery and application of key skills Greater application and understanding among all staff of a learning culture in which pupils have self-belief and know how to learnHigh teacher expectations and a belief that all pupils can succeed | * Extend roles of subject leaders and allocate development time
* Continue to develop mastery in Maths, learning from NW Maths Mastery Hub
* Enrich arts curriculum and submit arts mark application
* Develop cross-curricular application of computing skills
* Use increased funding to develop outstanding PE provision and impact
* Develop planning in new class structure, using Chris Quigley Essentials for key skills planning and assessment in foundation subjects
 | SCFMKCLO / all AMKL / all  | Throughout year | * One day per subject, allocated on rolling programme to ensure adequate development and monitoring of foundation subjects
* Staff meeting time
* Increased PE funding to allow further development of field
 | * Book scrutiny
* Subject leader blogs and class pages on website and Facebook page show exciting and challenging learning
* Termly assessments to measure progress
* Governor monitoring including pupil conversations
* Arts Mark achieved

**Monitoring Governors:****Curriculum & Standards committee** |
| **Progress** | ***December 2017**** *Development of Maths Mastery, including joint moderation of Maths books with a Mastery focus and FM involvement in SLRP Mastery group*
* *Registered for Arts Mark. Aim to have evidence for Gold standard by Summer*
* *Status of Lead School for computing re-validated. LO has met with staff to discuss cross-curricular planning, and has taught Internet safety and programming weekly (30 mins) before practical computing lessons*
* *Cross-curricular computing also developed with QR codes in KS2*
* *PE audit and yearly plan competed*

***March 2018**** *Peer monitoring and work scrutiny now more firmly established- 2 Maths and one English now undertaken. Positive impact on all staff supporting each other and sharing best practice as well as peer accountability*
* *Half-yearly reports sent out and used to inform parent conversations*
* *Specialist French and Computing leading to excellent outcomes in these subjects*
* *PE Funding: Involvement in all cluster competitions for all age groups. 100 miles challenge and ‘Fit for life’ started. Sports relief activity week held including raising awareness of different and new sports.*
* *Arts mark development with school council involvement. Final submission due in Summer Term.*

***July 2018**** *Strong professional relationships enabling ongoing discussion about teaching and learning, sharing good practice and co-coaching*
* *Assessment in NC firmly embedded and informing future planning*
* *Subject leader time not sufficiently timetabled – action for September with new staffing structure.*
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| **Autumn Spring Summer** |
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| **PRIORITY 2** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Increase proportion of pupils meeting ARE and higher standards in all subjects** | Minimum of 75% of pupils meeting ARE in Maths, Reading, Writing and SPAGMinimum of 25% of pupils achieving higher standards, particularly in Reading and WritingRapid identification of children falling behind, and interventions put in placeUse of A3 books for afternoon follow-up for key learning | * Share expectations with staff as part of appraisals
* Termly pupil progress meetings
* Further use of high-impact training, including Read Write Inc Phonics
* Termly monitoring of the impact of interventions
* Ensure time is made available to put Reading and Maths intervention training in place
* Use teaching students to support interventions in first term
 | SCSubject leadersAll SCAll  | Termly data tracking, pupil progress meetings and intervention monitoring; half-termly tracking of spelling and writing | * CPD for Read Write Inc
* County moderation by KC and FM
* Release time to train students in effective Maths and Reading interventions
 | * Termly data reviews
* Pupil progress meetings
* Lesson observations
* SATs results

**Monitoring Governors:****Curriculum & Standards committee** |
| **Progress** | ***December 2017**** *Training completed in Read Write Inc, showing impact in Phonics progress*
* *Trainee teachers used to support Reading*
* *Regular additional reading programme for children below ARE*
* *FM and KC applied to be County moderators again*
* *Challenging appraisal targets set for all staff*

***March 2018**** *FM and KC passed assessment to be County moderators.*
* *KC supporting Selside alongside SC. LA funding to pay for her time.*
* *School invited to be part of ‘Good to great’ project’. We will be working with Penny Bridge Academy.*
* *One to one phonics (RWI) in place for 3 year 2 children and one Year 1 child. SC training Rose Campbell to deliver.*
* *EYFS and KS1 team meetings include training in helping children who are falling behind*
* *Further Phonics monitoring and training of new staff*

***July 2018**** *Outcomes in reading and writing across school are in line with Maths at end of year. This represents a considerable challenge given high percentage of children with SEN. Maths 73%, Writing 73%, Reading 70%. Expected. Maths 33% GD, Reading 27% GD, Writing 24% GD.*
* *New SIP to further increase proportion reaching greater depth or higher standard.*
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| **Autumn Spring Summer** |
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| **PRIORITY 3** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Continue to improve standards in Phonics and Spelling in all year groups** | Minimum of 75% of pupils meeting AREChildren confident in use of Phonic skills and are able to read and write independentlyAll children have a very good grasp of spelling high frequency words, with difficulties no longer slowing their writingChildren meeting year group expectations in spelling common exception words and spelling patterns | * Re-introduce daily Phonics and Spelling session in mixed-age groups, and additional Friday session for youngest children
* Be very deliberate about catching up any children who have gaps and are falling behind. Daily use of TAs to go over sounds cards and practice blending
* Use incidental time such as lining-up to practice flashcards or spelling patterns, making Phonics and Spelling more visible across the school
* Ensure that any child who is not reading at home is heard read in school, in addition to reading that other children get
* Renew focus on spelling in marking and ensure any continued mistakes are discussed with children
* Half-termly monitoring of Phonics and Spelling
 | All All All All KCKC | Steps taken from September. Termly joint monitoring of all writing at staff meetings | RWI 2 day course £210Additional flash cardsPhonics apronsSPAG.com extended to all year groups £67 | * Half-termly Read Write Inc phonics assessment
* Ros Wilson levelled writing shows improvement in spelling criteria
* Book scrutiny from staff, subject leader and subject governor

**Monitoring Governor:****Tom Holman** |
| **Progress** | ***December 2017**** *Interventions and daily Phonics in place for all children up to Y4 who have not mastered them*
* *Daily guided reading in KS1*
* *Spelling focus evidenced through English book monitoring*
* ***March 2018***
* *Strong on-going spelling focus throughout-out school- daily spelling and phonics sessions and staff using all curriculum areas to tteach spelling and highlight spelling patterns/rules*
* *Phonics monitoring shows need for greater development of independent spelling strategies (Fred fingers) in EY, and KS1.*
* *KS2 focus on ensuring that commonly mis-spelt words are always picked up for correcting.*
* *‘Good to great’ project focus with Penny Bridge will be spelling.*

***July 2018**** *Works scrutiny show improved spelling across school*
* *Working walls and other prompts in class room in addition to targeted daily spelling or phonics session have raided profile of spelling*
* *Good to great work with Old Hutton confirmed actions that school had already taken.*
* *Possible further development of a spelling and vocabulary focus lesson as part of build up t*o writing.
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| **Autumn Spring Summer** |
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| **PRIORITY 4** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Improve children’s knowledge of times tables and instant recall of number facts** | Minimum of 75% of pupils meeting ARE for times tables and number fact knowledgeRegular tests show impact of teaching and practice | * All staff including support staff are aware of year group expectations
* Regular mental maths sessions and use of homework to reinforce
* Use computers and apps to make learning fun
* Use support staff to check knowledge
* Introduce Big Maths Click challenges and Learn-its
* As with Spelling, use incidental times to reinforce learning and ensure that children who are not learning at home receive extra follow-up
* Particular focus on current Y3 who will have statutory online tests in summer 2019, and Y2 in readiness
 | FM All All All All All KC | From September | Continue with Mathletics subscription: £221.76Big Maths Beat that- resources free. TA time to collate. | * Half-termly times table tests
* ‘Big Maths Beat that’ showing improved scores throughout year

**Monitoring Governor:****Helen Churchill** |
| **Progress** | ***December 2017**** *EY / KS1 regularly using lining-up times to practice number facts*
* *KS2 Big Maths in place – enjoyed by pupils and improving times table knowledge*
* ***March 2018***
* *On-going. Regular practice of number facts and times-tables throughout school.*
* *Children really enjoying Big Maths beat that- sheets are sent home for reinforcement. Progress carefully monitored.*
* *Times- tables regular focus of Maths lessons. Termly tests monitor progress.*

***July 2018**** *Overall improvement of times table knowledge as evidenced by work scrutiny and end of year tests. Some children still slow to accelerate. To form target for new SIP.*
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| **Autumn Spring Summer** |
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| **PRIORITY 5** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Continue to develop outstanding behaviour for learning and a growth mindset, underpinned by our school values** | All children are happy, confident, feel successful as learners and are making good choicesChildren work well independently and as a team and support each other. The atmosphere in school is extremely harmonious | * Build on previous work with school council and Pupil Parliament
* Staff make more time to listen to individuals
* Further develop role of Y6 as school leaders, including the introduction of John Muir Award
* Further develop the roles of classroom helpers, librarians and computer monitors
* Encourage children to take greater responsibility in caring for the school and outdoor environment, looking after equipment and tidying up from an early age
* Staff provide model care for the school via high standards of displays, well-organised classrooms and equipment sorted
* Continue to respond to children’s ideas for clubs, residentials and trips, and involve them in planning
 | SCAll SCAll All All All  | From September. Leadership training in September and through year | * Pupil Parliament – 4 days at the Parliament venue and staff time: £210
* Y6 leadership training and John Muir Award
* Day training with FSC in September £200
* Replace broken / worn-out wet playtime games
* Gardening budget £200
 | * In pupil conversations, pupils are able to articulate a growth mindset
* Work scrutiny shows mastery activities and that children are developing perseverance
* Behaviour records continue to show that poor behaviour is extremely rare
* Frequent Governor monitoring of learning environment

**Monitoring Governors: Pastoral & Community Committee** |
| **Progress** | ***December 2017**** *Continued involvement in Pupil Parliament, including confident participation in debate with John Bercow*
* *Y6 day to develop leadership skills at Castle Head FSC in September*
* *Weekly self-review in KS2, with focus on learning behaviours and values as well as ‘what’ has been learnt*
* *Classroom helper roles established in KS2, along with librarians and digital leaders*
* *John Muir Award work planned with Castle Head FSC*
* *All classes have increased pupils’ involvement in caring for equipment and environment*

**March 2018*** *Regular governor visits to monitor leaning environment and behaviour.*
* *Learning walk with SLRP exec. Officer, LA adviser and governors evidenced outstanding behaviour across school including extremely high levels of engagement.*
* *No behaviour incidents recorded at all except for those relating to some social –communication difficulties leading to misunderstandings.*
* *Year 5/6 representatives took part in South Lakes Pupil parliament and presented on e-safety.*
* *Whole school council continues develop with children developing more leadership skills and roles. Eco and Ethos reps. Now established.*

***July 2018**** *Behaviour remains consistently outstanding*
* *Year 6 all achieved John Muir award as part of Year 5&6 residential and ongoing work throughout the year.*
* *Parent survey comments investigated and discussed.*
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| **Autumn Spring Summer** |
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| **PRIORITY 6** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Develop an Outstanding Early Years environment** | Children make outstanding progress in Early YearsOutstanding progress is continued in the transition to Y1 and Y2 through challenge in play and analysis of gaps in early learning skills | * Ongoing training through reading, blog posts and courses on Early Years excellence as available
* Regular reflective conversations to help staff understand best practice, with all staff contributing to observations and discussions
* Ensure that children with SEN are fully included
* Establish new ways of working with new mixed -age class, ensuring enjoyment and high expectations of challenge and achievement
* Further develop classroom environment inside and outdoors to meet needs of mixed-age class
 | FM / KLAll FM / KLFM / KLSC / FM / KL | From September, continuing work started in previous year | * Regular staff meeting time with Early Years staff
* Planning time for all staff together
* Equipment and inside and outdoors resources for mixed-age class
* Staff training – ABC Does outdoor learning £185
 | * External moderation to ensure learning environment reflects current best practice
* Frequent Governor monitoring

**Monitoring Governor:****Lisa Jefferson** |
| **Progress** | ***December 2017**** *Detailed assessments and gap analysis in place*
* *Fortnightly meetings with all staff to develop team understanding of ‘In the moment planning’ and objective-led learning*
* *Classroom environment changing in line with assessments and gap analysis*
* *Additional resources purchased and introduced, both inside and outdoors*
* ***March 2018***
* *LA moderation support visit. Very impressed with provision, range of activities both focussed and continuous, and engagement of pupils.*
* *Early years teachers from other schools visiting to observe excellent practice*
* *Continual reflection on learning environment and gap analysis to inform next steps teaching.*
* *New extended meetings with parents to discuss child’s progress and contribute to learning journeys in school time.*
* *Sign – along ‘twilight’ training for all staff and resources bought to meet needs of 2 children in the class.*
* *Large noticeboard contributes to effective observations, assessments and objective led learning involving all staff in EYFS. Particular focus children ensures deeper understanding of children’s learning.*
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| **Autumn Spring Summer** |
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| **PRIORITY 7** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Develop outdoor learning environment** | Outdoor environment contributes significantly to learning and behaviour and complements classroom learningMore challenging play space and room to run increases children’s fitnessHappy playtimes and children engaging in a wide variety of activities | * Develop path around field so that children can run all round
* Develop area around oak tree as a reflective space – as part of outdoor learning and in response to pupils’ request for a quiet place
* Develop Early Years garden in line with outstanding Early Years provision
* Develop garden area for after-school club and KS1 outdoor afternoon. Apply for RHS Schools Award
* Develop work on recommendations of Cumbria in Bloom judges
 | WWKLKL / FMSLSC | Throughout year | * Further Awards for all funding to develop activity trail and develop play area
* Fundraisers course for office manager (Paid for by FOLS)
* Increased PE funding
* Gardening budget £200
 | * Cumbria in Bloom entry
* RHS Schools Awards
* Children’s play and fitness enhanced by greater space

**Monitoring Governor:****Paul Bond** |
| **Progress** | ***December 2017**** *Some of additional Sports Premium funding used to extend path around remainder of field, enabling children to complete laps in all weather conditions*
* *Wendy Wood started Awards for All application for early Years outdoor equipment and climbing/activity equipment along extended path. Also bid for all-year round grass in FS outdoor area.*

***March 2018**** *Path extended to go right around field providing greater opportunities for exercise.*
* *Cumbria in Bloom applied for and log books are underway.*
* *Early years play area regularly adapted and added to meet current interests of children and learning needs (as identified in gap analysis). Used in all weathers.*
* *Reflective area development planned for Easter holidays.*

***July 2018**** *Reflective area developed*
* *School achieved ’advancing’ Cumbria in Bloom award.*
* *Path extension enabling more active playtimes.*
* *All children took part in 100 mile challenge and mile a day in school.*
* *Bid for Capital Fund to further develop Early Years area for all weathers to be submitted by end September.*
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| **Autumn Spring Summer** |
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| **PRIORITY 8** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Continue to develop as an Outstanding Church School**  | Children are more involved in planning and delivering aspects of Collective Worship | * Pupils further develop leadership of Collective Worship in classes and whole school
* RE leader works with groups of pupils to plan Collective Worship
 | SC / KL | Throughout year | * Staff development time
 | * Children move from planning class worship to whole school worship

**Monitoring Governor:****Jenny Leahy** |
| **Progress** | ***December 2017**** Subject leader and governor have met to discuss developing area around the oak tree as a reflective area.
* Time in CW planning to allow children to plan their own class worship.

***March 2018**** *Moving mountains – Cumbria Mission in for CW and worked with the children*
* *HT part of church heads/clergy breakfast half-termly – various speakers on church school issues*
* *Children continue to be involved in different aspects of Collective Worship including choosing songs, presenting and playing instruments.*

***July 2018**** *Children continue to contribute to planning songs for Collective Worship and class assemblies.*
* *SC attended training on new SIAMS framework.*
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| **Autumn Spring Summer** |
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| **PRIORITY 9** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Further develop outward-looking mindset for the benefit of pupils and staff** | Pupils feel connected with others in local schoolsStaff develop best practice and share expertise and support othersStaff leadership skills developed | * More work with cluster schools for moderation and shared projects
* Continued involvement in SLRP and LASL, including peer reviews and support
* Involvement in Schools Direct teacher training and University of Cumbria
* SC to train teachers in Reading Intervention
* More participation in South Lakes Pupil Parliament
* Staff to be County moderators
* LLE role supporting other schools to develop subject to demand and capacity
* Computing teacher to develop and deliver further training courses for teachers.
 | All SCFM / KCSCAll All SC | Throughout year | * Staffing to enable small groups of children to take part in events such as pupil parliament or Year 6 leadership day.
 | * School takes a lead role in sharing expertise with other colleagues
* This in turn sharpens practice in-house

**Monitoring Governor:****Helen Churchill** |
| **Progress** | ***December 2017**** *SC working with Selside School two days each week in LLE role*
* *County moderator applications submitted*
* *Reading Intervention course underway*
* *Peer review completed and peer support for HT Performance Management with St Mary’s in Kirkby Lonsdale*
* ***March 2018***
* *SC continuing as EHT of Selside School until July 2018*
* *KC supporting Selside as SLE – LA funded*
* *Lindale staff supporting other Selside staff through visits to school- all key stages and office manager.*
* SC continuing on PHA executive
* *Reading intervention course completed.*
* *Pupil parliament and links with secondary school (particularly Science and PE) continue.*
* *Continued work with teaching school and student teachers training at Lindale.*
* *Active involvement in SLRP and Cartmel and Milnthorpe consortium of leaders at all levels in school including governors to best practice.*
* *Involvement in a range of arts activities out of school – Young voices in Manchester and Ulverston dance platform.*

***July 2018**** *Ongoing support of Selside at all levels of leadership*
* *Discussions about formalising ongoing arrangement with Selside looking at new models of leadership. Further meetings planned for September.*
* *Continued involvement with Burton Morewood teaching school and the Kendal teaching school planned for September.*
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| **Autumn Spring Summer** |
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| **PRIORITY 10** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Maintain expertise in governance and further develop monitoring role** | Governors are confident in their roles of support and challenge | * Governor training and networking via active participation in Cluster, SLRP and CASL
* Induction training for all new Governors
* Annual audit of Governor skills to inform roles, and recruit to gaps
* Regular monitoring, linked to subject areas and School Improvement Plan
 | Govs / ClerkGovs / ClerkGovs / ClerkGovs | Throughout year | Cartmel Cluster governance group – courses approx. £20 per headCourses through the LASL and SLRP.Diocesan and LA training as relevant | * Governors are increasingly knowledgeable and effective in monitoring and support
* New governors appointed to fill any gaps in expertise

**Monitoring Governor:****Helen Churchill** |
| **Progress** | ***December 2017**** *Governor skills audit completed and weaker areas identified for new Governor recruitment*

***March 2018**** *Regular monitoring, learning walks, and work of committees ongoing.*
* *School improvement plan updated – Headteacher and governor.*
* *LA visit to enhance and confirm governor monitoring of school , Self- evaluation and to identify any further areas for improvement.*
* *Continued involvement in Cartmel peninsula governor network*

***July 2018**** *New parent governor appointed.*
* *Governors taking a lead on exploring new models of leadership in advance of Cumbria roadshows.*
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| **Autumn Spring Summer** |
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| **PRIORITY 11** | **Desired impacts** | **Key steps** | **Staff** | **Timeframe** | **Resources** | **Measures of success** |
| **Be financially sustainable whilst maintaining high quality of provision** | School is held in very high local regardMore people in the community are aware that there is a school in LindaleChildren are attracted to the school from outside the village | * Raise profile of the school via regular posts on website and Facebook, regular contributions to Grange Now and publicity through local media
* Half-termly ‘Toddler Taster’ sessions
* Open days in Autumn term
* Further strengthen links with Pre-School
* Maintain specialist staff
 | All / GovsAll All SC / KL / FMSC | Throughout year | * Minimal budget for advertising and promoting events
 | * Evidence of engagement with website and Facebook
* Improved pupil numbers

**Monitoring Governors:****Finance & Staffing Committee** |
| **Progress** | ***December 2017**** *Regular updates to school website and Facebook throughout Autumn term*
* *Paid Facebook posts to advertise Early Years provision*
* *Nursery numbers increasing*
* *Monthly contributions to Grange Now*
* *Lead School for computing status promoted via Grange Now and Facebook posts*
* *New Facebook page for Friends of Lindale School*

***March 2018**** *Regular updates to school website and Facebook throughout Spring term*
* *Monthly contributions to Grange Now*
* *Sharing of staff with Pre-school*
* *Pre-school links with parents developed through joint social events and FOLS planning joint fund- raiser*
* *Provision including specialist teaching and support for individual needs improved through ‘Support school’ role and head teacher’s EHT role*

***July 2018**** *Strong Pre-school links continue leading to good Reception and Nursery intake*
* *Facebook and Website frequently updated by staff*
* *Parental perceptions of school damaged by negative canvassing of a very small minority of parents. Governors and staff will address at next term’s start of year meeting for parents.*
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| **Autumn Spring Summer** |
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