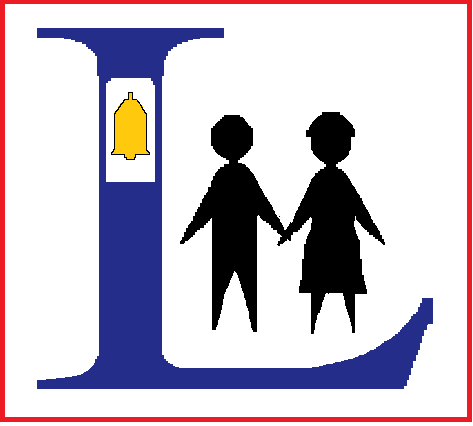
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**Lindale CE Primary School**

**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 learn  High 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 | SC  FM  KC  LO / all  AM  KL / 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.* | | | | | |
| **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 SPAG  Minimum of 25% of pupils achieving higher standards, particularly in Reading and Writing  Rapid identification of children falling behind, and interventions put in place  Use 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 | SC  Subject leaders  All  SC  All | 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.* | | | | | |
| **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 ARE  Children confident in use of Phonic skills and are able to read and write independently  All children have a very good grasp of spelling high frequency words, with difficulties no longer slowing their writing  Children 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  KC  KC | Steps taken from September. Termly joint monitoring of all writing at staff meetings | RWI 2 day course £210  Additional flash cards  Phonics aprons  SPAG.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. | | | | | |
| **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 knowledge  Regular 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: £221.76  Big 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.* | | | | | |
| **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 choices  Children 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 | SC  All  SC  All  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.* | | | | | |
| **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 Years  Outstanding 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 / KL  All  FM / KL  FM / KL  SC / 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.* | | | | | |
| **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 learning  More challenging play space and room to run increases children’s fitness  Happy 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 | WW  KL  KL / FM  SL  SC | 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.* | | | | | |
| **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.* | | | | | |
| **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 schools  Staff develop best practice and share expertise and support others  Staff 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  SC  FM / KC  SC  All  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.* | | | | | |
| **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 / Clerk  Govs / Clerk  Govs / Clerk  Govs | Throughout year | Cartmel Cluster governance group – courses approx. £20 per head  Courses 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.* | | | | | |
| **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 regard  More people in the community are aware that there is a school in Lindale  Children 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 / Govs  All  All  SC / KL / FM  SC | 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.* | | | | | |
| **Autumn Spring Summer** | | | | | |
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