



Livingstone Road
Primary Federation

Together We Can
Learn Laugh Dream Grow



School Improvement Plan 2018/19

Livingstone Road Primary Federation consists of **Sylvan Infant School** (Ofsted rating 'Good') and **Branksome Heath Junior School** (Ofsted rating 'Requires Improvement'). Branksome Heath Junior School is sponsored by Hamwic Trust; Sylvan Infant transferred to academy status with Hamwic as a converter In June 2017. The schools are also part of the 'Greenway Partnership' within the MAT. This has enabled the schools to seek support and challenge from two other schools within the local area – Bishop Aldhelm's CE Primary and Talbot Primary.

The School Improvement Plan reflects the consistent and achievable aims desired by the staff to provide a primary provision for the children within the federation. Governors and leaders want a plan which reflects the clear message required to show all staff and parents that the schools are working together with the child at the centre. Therefore a conscious decision was made to have three key areas of improvement over the year. Though there are only three key target areas highlighted within this document, the schools are continuing to review and 'tweak' many other aspects of school life across the federation.

SIP 1: To strengthen leadership across the primary federation			
Why? The schools have continued their journey as working as a primary federation, however only 60% of children are transitioning from Sylvan Infants to Branksome Heath Junior School.			
Specific Tasks	Action (Who? When? How much?)	Checkpoints	Impact
1a. Continue to develop roles and responsibilities across the federation Monitoring: AH WO	<ol style="list-style-type: none"> 1. Job descriptions for Yr Leads and Subject Leaders (EHT and HoS) 2. Support new leadership at BHJS (EHT) 3. Monitoring coaching for Year Leads (DHoS/AHoS) 4. Subject leaders working collaboratively across the federation (HoS) 5. Review of offices roles and responsibilities (EHT and SBMs) 6. Roll out 'federation meetings' to all stakeholders e.g. TAs; MDSAs (EHT& Inclusion Lead) 7. Continue to review Governors' monitoring and impact on federation (EHT&Chair) 8. Develop a welfare group for federation staff's health and wellbeing (EHT& Inclusion Lead) 	<ol style="list-style-type: none"> 1. Job description taken to Governors 2. Weekly meets with SLT – focus data and T&L 3. Yr Leads monitoring alongside FLT during 'Monitoring mornings' 4. Joint action plans; primary curriculum plans for each subject 5. HR timeline; Meetings with groups of staff; restructure 6. Federation CPD opportunities linked to SIP 7. Governor monitoring days 8. FLT minutes; Welfare group action plan 	<ul style="list-style-type: none"> • Gov mins; monitoring feedback; Hamwic reports) • Data outcomes – see % in SIP2 • Primary curriculum being developed – books show progression in children's knowledge in Art, DT and Science. (Hamwic external validation) • All stakeholders aware of key priorities • Governor staff questionnaire
1b. Continue marketing of the federation within the community Monitoring: AH WO	<ol style="list-style-type: none"> 1. Complete website for both schools and ensure information is up to date (EHT&ICT Systems Manager) 2. Develop a federation newsletter (EHT&ICT Systems Manager) 3. Consult with parents and governors regarding school name and uniform (EHT&Govs) 4. Key member of staff leading communication for federation (EHT&SBM) 	<ol style="list-style-type: none"> 1. Websites available to community. Checks undertaken to ensure meets statutory requirements 2. EHT reports to Gov; communication sent to parents 3. HR timeline and EHT reports to Govs 4. HR timeline regarding office structure; dates for meetings 	<ul style="list-style-type: none"> • Increase % of children moving from SIS to BHJS (was 60%) to min 80% • At least 90% of parents are in agreement with consistency regarding communication across fed (Gov survey to parents)
1c. Continue to develop work with the Greenway Partnership (and Hamwic)	<ol style="list-style-type: none"> 1. Annual conference for all schools to attend 2. Heads to begin to highlight key priorities across their schools 3. Moderation events for key year groups 4. Partnership events e.g. 'mini Olympics'; music concert; choir 	<ol style="list-style-type: none"> 1. INSET dates 2. Moderation booked for key year groups 3. Annual events planned and trialed 	<ul style="list-style-type: none"> • EHT to have a support network and draw on other schools to influence best practice • Moderation partnerships established across curriculum to establish current practices and develop future aspirations
Autumn Milestones: <ul style="list-style-type: none"> • Job descriptions for year leads in place and used for coaching sessions • FLT share coaching sessions and look at next steps • Yr2 accessing BHJS site through lessons and playground 	Spring Milestones: <ul style="list-style-type: none"> • HoS and EHT job descriptions to be reviewed • Subject Leader job descriptions in place and taken to Governors for agreement • Open day to invite parents in to support making school choices • Continue coaching plans for Yr Leads 	Summer Milestones: <ul style="list-style-type: none"> • All job descriptions agreed by Governors • Provisional numbers in for EYFS and Yr3 • FLT to look at middle leadership structure for 2019-20 – report to be taken to Resources committee • Uniform change finalised with provider. Budget for jumpers for all children 	

<ul style="list-style-type: none"> • Yr1 and Yr2 'meet the team' meetings held in BHJS and SH lead • Anti-bullying meetings for all stakeholders held across federation • Office restructure – consultation started • Inclusion Lead set up welfare group – action plan developed for the year • Ensure website is compliant – all statutory policies up to date; Performance data on KS2; PP reports; SEN info report (KS1); Accessibility policy; Hamwic statements correct and present; GDPR policy • SH meet Heads from Greenway to complete action plan – key focus curriculum • EHT and key office staff take lead of federation newsletter • SH and FLT lead 'upskilling' of Governors of SIP through Governor's morning • Federation events taking place – Choir; Christmas Fayre; Children in Need • Marvelous Me – both schools • Times Table Rock Stars 	<ul style="list-style-type: none"> • Begin consultation on school name and uniform with all stakeholders • Name and uniform decided upon • Website – curriculum section updated; 'tidy up' – links to local offer; links to letters and newsletters; Governor page; contact details; core values page • Federation training for TAs • Greenway partnership work on curriculum started • SH and FLT to coach Governors with 'monitoring' in Governor morning • Begin to organise 'mini Olympics' for Greenway Partnership at Ashdown 	<ul style="list-style-type: none"> • 'Mini Olympics held' • Websites tidy! • Greenway INSET planning for September
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SIP 2: To raise attainment and accelerate pupil progress across the primary federation			
Why? KS2 outcomes are not high enough. Progress being made is not sufficient. 2018 KS1 outcomes were below national.			
Specific Tasks	Action (Who? When? How much?)	Checkpoints	Impact
2a. Continue to match CPD to school improvement priorities Monitoring: DC WO	<ol style="list-style-type: none"> Monitoring mornings (FLT-half termly) Coaching plans in place for specific teachers (HoS & DHoS) Staff meetings reflect emerging needs of staff (FLT-half termly) Increased and more refined use of IRIS (linked to coaching plans) (HoS) NQT monitoring (BHJS AHoS) Induction and monitor new members of staff (SIS DHoS) 	<ol style="list-style-type: none"> EHT to monitor coaching plans & impact of moving RI to Gd. T&L% increases over the year (FLT meetings & EHT report to LGB) Mins reflect CPD which impacts on T&L% gd or better (EHT & Chair & Vice Chair meetings-weekly) IRIS used as part of coaching plans – increase in % gd or better (EHT) Half termly assessments carried out by NQT Mentor HR induction plans completed 	<ul style="list-style-type: none"> 100% good or better T&L in SIS and 80% in BHJS
2b. Support teachers with the accountability of high quality teaching programmes to accelerate progress Monitoring: DC, WO	<ol style="list-style-type: none"> Targets set for year groups (EHT & HoS) Half term 'data dips' to check progress towards targets (HoS) Pupil Progress Meetings (PPM) with staff every half term (HoS & DHoS) Monitoring mornings (SLT) Training on provision maps 	<ol style="list-style-type: none"> Data targets shared and increase in ARE % (CAA Govs; RAC agree and check progress half termly) Analysis of data – who's on track? (EHT, CAA Govs & Hamwic-half termly) Accelerated progress to increase % of ARE PPM forms filled in; highlighting vulnerable chn (EHT-half termly) Monitoring forms completed; support and challenge offered from this 	<ul style="list-style-type: none"> Below targets met
2c. Improve outcomes at end of key stages Monitoring: DC, WO	<ol style="list-style-type: none"> EYFS <ul style="list-style-type: none"> Review provision offered – in particular promoting independence through 'Busy Bees' Develop use of outside area Increase % of chn securely achieving GLD Phonics <ul style="list-style-type: none"> Increase opportunities for application of phonics to support consolidation; therefore increase pass mark Increase % of disadvantaged chn passing KS1 <ul style="list-style-type: none"> More test question exposure 	<ul style="list-style-type: none"> Monitoring mornings Half term data dips Pupil progress mornings NFER/SATS practice scores 	EYFS – 70% GLD Phonics – 88% and 36 average pass mark KS1 – 68% combined ARE+ - Decrease gap between test and TA from 3% to 1% - Increase average scaled score in test to 100+ in Reading and Maths

	<ul style="list-style-type: none"> Application of writing and reading skill across the curriculum Opportunities for reasoning at all levels More opportunities for GDS in Maths <p>4. KS2</p> <ul style="list-style-type: none"> NFER testing across whole of KS2 Yr6 daily exposure to reading SAT style questions Quality texts used to ensure challenge 		<p>KS2 – 52% combined ARE+ Reading 59%</p>
<p>2d. Continue to develop a consistent approach to assessment across the federation</p> <p>Monitoring: DC WO</p>	<ol style="list-style-type: none"> CPD for staff to use tool for 'data dips' & analysis Consistent format of PPM across the federation PPM held as a team Consistent reports written to share with LGB Review of marking policy 	<ol style="list-style-type: none"> IT technician to support CPD required for staff (HoS – Autumn and Spring term) EHT to develop a format to record PPM and share with HoS (CAA Govs) RAC committee reports regarding data and narrowing of gaps (EHT and RAC-half termly) Federation marking policy in place 	<ul style="list-style-type: none"> Teacher assessment matching book monitoring and test outcomes
<p>2e. Develop planning for a primary curriculum across the federation (medium and short term planning)</p> <p>Monitoring: DC WO</p>	<ol style="list-style-type: none"> CPD in 'loopy' model for Maths for new staff (Hamwic & teachers) CPD for gathering a range of reading evidence (Lit Leads) Progression in skills mapped out across for key subjects (HoS and Subject Leads) Appendix 1 – Curriculum Learning environment – library; sports premium; forest schools (EHT and HoS) 	<ol style="list-style-type: none"> EHT/HoS overview of CPD and Hamwic visits (LGB via EHT report – half termly) EHT/HoS overview of CPD and Hamwic visits (LGB via EHT report – half termly) HoS develop a primary curriculum map alongside Maths and English Leads (EHT-summer term) Timetable access; allocation of budget to support 	<ul style="list-style-type: none"> Meet end of year targets Marketing of BHJS – improved environment impacting on increased numbers
<p>2f. Raise attendance % of all groups; reduce PA %</p> <p>Monitoring: SM ZL</p>	<ol style="list-style-type: none"> Set targets for 2018-19 DHoS meet with SAW and developed federation action plan EHT to meet termly with attendance leads to review actions Begin to develop a 'federation strategic plan' for attendance e.g. 'recruitment' of attendance officer? Re-evaluate attendance strategies across the federation Recruit an Attendance Officer 	<ol style="list-style-type: none"> Attendance targets set and reviewed (LGB-termly) Actions within plan have taken place & review impact (EHT-termly) Same as above EHT to share 'federation plan' to LGB (summer term) Progression map of attendance strategies from KS1 to KS2 	<ul style="list-style-type: none"> Attendance target of 96%

Autumn Milestones:

- Curriculum Overview for federation – topic title; key text and key driver
- Year group coverage maps including tasks and NC links
- EYFS curriculum adapted
- Hamwic Audits for year
- EHT meet DHoS to review attendance
- Marking policy – processes in place and purple pen
- Termly data review
- Joint PPM with team & consistent format
- CPD for Loopy Maths for new staff
- Staff Meetings – geared towards writing
- Forest Schools
- Targets set and agreed at LGB
- Library working party in place
- Attendance Officer recruitment started

Spring Milestones:

- INSET – skills of specific subjects
- MTP of specific subjects
- Marking policy – begin to develop teacher comments and pupil response
- Termly data review
- NQT monitoring
- Coaching for certain staff continued
- More test exposure through test base, NFER
- Phonics exposure since start of Y1
- Learning environment – forest schools up and running
- Library launch linked to World book day
- Attendance Officer in place and action plan developed

Summer Milestones:

- Book looks
- Continue MTP
- Review curriculum plan
- Data outcomes
- Review impact of Attendance Officer

SIP 3: To promote consistent learning behaviours across the primary federation which impact on pupil progress

Why? Children are not yet confident and self-assured learners. They don't show good independent strategies and determination is not always evident.

Specific Tasks	Action (Who? When? How much?)	Checkpoints	Success Criteria
<p>3a. Review the curriculum to enable application of learning powers Monitoring: DC WO</p>	<ol style="list-style-type: none"> 1. Begin to link curriculum provision with learning powers (Yr Leaders-half termly) 2. Ensure 'mastery' at child's own level before moving on (FLT & Subject Leads) 3. Monitor 'challenge' offered through marking e.g. probing qu; next steps offered (FLT & Subject Leads) 	<ol style="list-style-type: none"> 1. Planning and book scrutiny show opportunities for challenge (Yr Leads share half termly to FLT) 2. T&L monitoring show challenge for all pupils (FLT-half termly) 3. Book scrutiny show opportunities for challenge (FLT & Subject Leads -half termly) 	<ul style="list-style-type: none"> • Books beginning to show challenge and stretch; • Marking in line with policy and beginning to impact on progress which can be identified through chn's higher quality editing • Evidence of all chn reasoning
<p>3b. Implement and monitor federation 'Behaviour policy' Monitoring: SM ZL</p>	<ol style="list-style-type: none"> 1. INSET to introduce 2. Monitor policy and procedures 3. Anti-bullying promotion 4. House Teams and colours consistent across the school (same house as siblings) 	<ol style="list-style-type: none"> 1. Policy up and running; resources consistently used 2. Number of behaviour incidents 3. Anti-bullying week; Yr4 peer mediators; federation plan; embed 'STOP' 4. House teams in place and supporting behaviour policy 	<ul style="list-style-type: none"> • Federation Behaviour Policy in place and impacting on behavior records – behavior incidents accurately recorded and reduced term on term • Reduction in exclusions at KS2 • Children feel the policy is applied fairly through pupil interviews • Changing perception about behaviour at BHJS by parents see through the parent view
<p>3c. Develop federation 'pupil groups' Monitoring: SM ZL</p>	<ol style="list-style-type: none"> 1. House Captains in Year 6 and 2; Vice House Captains in yr5 and yr1 2. Peer mentors in yr4 to work in KS1 during lunchtime 3. Transition of yr2 to yr3 	<ol style="list-style-type: none"> 1. House teams in place and supporting behaviour policy 2. Reduction of playground fallouts 3. Increase % of chn moving from Sylvan to Branksome (minimum 80%) 	<ul style="list-style-type: none"> • Governor monitoring – chn talking positively about behaviour • Reduction in bullying incidents reported • Behavior incidents accurately recorded and reduced term on term

Autumn Milestones:

- INSET in September to introduce finalised behaviour policy. Resources handed out
- Learning Powers display in every classroom
- Anti-bullying week – continue message of ‘STOP’
- House Captains voted for and collecting house points
- Celebration assembly consistent across the federation
- Parent meeting for yr2 parents – promote BHJS
- Peer mediators appointed
- Governors monitor Behaviour Policy

Spring Milestones:

- House Captains developing role and rewards for house points
- Parent questionnaire regarding the federation work and Branksome perception
- Peer mentors trained
- Longer Y2-Y3 transition started
- Review impact of ‘learning powers’

Summer Milestones:

- Peer mentors working on the playground and observations show chn are using them
- Playground low level incidences are reducing
- Admission numbers for Yr3 show increase