

Learning Improvement Plan	School: Robert Blair	Headteacher: Michelle Bahn	Date: September 2017
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School Improvement Focus	Key Issues/ Development Areas	
Overall Effectiveness	SIP Introduction	Section A
Priorities for Whole School Development	1. Ensure a common understanding of assessment principles in all classes & establish rigorous moderation of outcomes.	Section B
	2. Grow capacity by further developing the skills of leaders, teachers & support staff.	
Effectiveness of leadership and management	Additional Focus Areas	Section C
	1. Grow capacity by further developing the skills of leaders, teachers & support staff. <i>(See whole school areas for development).</i>	
	2. Ensure that a full review is conducted within the next six months to ensure that safeguarding procedures continue to be highly effective. <i>(from the Safeguarding Section of the school's self-evaluation)</i>	
Teaching, learning and assessment	3. Raise the profile of science across the school & ensure effective coverage of the curriculum & place a higher profile on scientific method through hypotheses & testing. <i>(from the Science Section of the school's self-evaluation)</i>	Section D
	Additional Focus Areas	
	1. Ensure that planning is clearly driven by sharply focused assessment so that it is effective in further raising levels of challenge for all groups of pupils.	
Personal development, behaviour and welfare	2. Review the effectiveness of the deployment of additional adults in lessons.	Section E
	Additional Focus Areas	
	1. Continue to challenge the small minority of hard-to-reach families whose children's attendance rates are below 90%.	
Outcomes for pupils	2. To successfully transition the schools LCR unit pupils and families through developing and enhancing inclusion practices in the main school and with the newly developed on site 'Bridge satellite' free school.	Section F
	3. To improve and enhance inclusion practices across the mainstream school setting.	
	Additional Focus Areas	
Early Years Provision	1. Attainment & progress in reading in all Key Stage 1 & 2 year groups.	Section G
	2. Combined attainment in all Key Stage 1 & 2 year groups	
	Additional Focus Areas	
	1. Begin to replace outdoor learning areas constructed with sub-standard materials	Section G
	2. Improve outcomes in the Childrens centre for children in communication, language and literacy whilst developing the learning environment to support this.	

SECTION A

SUMMARY OF OVERALL EFFECTIVENESS

Since taking up her appointment in September 2015, the new Headteacher rapidly developed a very clear understanding of the school's strengths and areas for improvement. Her clear priority was to improve the quality of teaching & learning. To some extent, this has been achieved through staff movements, which have also strengthened the capacity of the school's senior leadership team. She is now building on the progress made to ensure that a culture of high expectations is thoroughly embedded & that good to outstanding teaching & learning becomes the norm. The impact of the improvements already made can be seen by the significant gains in pupils' progress & attainment throughout the school. Attainment in reading and combined attainment in KS2 means the school remains vulnerable. In part this has been addressed through the Headteacher's work with The Bridge School, and the LA, to develop the Language and Communication Unit (LCR) as part of 'The Bridge Satellite School', enhancing inclusion opportunities for all members of the schools community and as part of the local offer. Overall, the school now has a secure platform for continued rapid development, underpinned by the strong levels of commitment demonstrated by all staff.

OVERALL EFFECTIVENESS JUDGEMENT

Grade 2

1. Outstanding

2. Good.

3. Requires Improvement

4. Inadequate

SECTION B	PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT			
ISSUE	INITIATIVES (From date)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
1. To grow capacity by further developing the skills of leaders, teachers & support staff.	<ul style="list-style-type: none"> ▶ A clear revised staffing Structure in place for February 2017 -18 that reflects the changing needs of the school. ▶ Provide professional development and mentoring for the leadership team across the network accessing clinics with SIP where available ▶ Provide professional development and mentoring for all teaching and support staff in the main school to ensure effective deployment opportunities that enhance teaching and learning ▶ Establish a regular effective leadership meeting structure that reflects the lines of delegation and has a strategic focus at its centre. 	<ul style="list-style-type: none"> ▶ Clear lines of delegation, communication, and accountability are established, including clarity of roles and expectations understood and used effectively by all staff. ▶ Roles and responsibilities can be evidenced both across day to day and strategic matters. ▶ The preparation of SEF & LIP's by core subject and phase leads that link to the School Development Plan ▶ Clear evidence of phase and school initiatives driven by school leaders ▶ Regular evaluative book and planning monitoring reports from school leaders that evidence next step actions. ▶ Evidence of improved teaching and learning in books ▶ Improved combined attainment outcomes ▶ Regular phase meetings that respond to formal and informal monitoring and share planning, books, and attainment outcomes. 	<ul style="list-style-type: none"> ▶ HT & DH, ▶ Phase Leaders of Phase 1, Phase 2, Foundation Stage & ▶ DH of Childrens Centre ▶ Gov. 	<ul style="list-style-type: none"> ▶ Leadership support and training. ▶ SIP ▶ Maamulaha Network ▶ CPD ▶ LA network of schools.
	<ul style="list-style-type: none"> ▶ Review the use of target tracker as part of the planning and evaluation cycle to 	<ul style="list-style-type: none"> ▶ Clear SEF & LIP of subject and phase responsibilities that link to School 	<ul style="list-style-type: none"> ▶ HT & DH ▶ S.I.P 	<ul style="list-style-type: none"> ▶ Leadership support and training.

<p>2. Ensure a common understanding of assessment principles in all classes & establish rigorous moderation of outcomes.</p>	<p>support effective AFL practice</p> <ul style="list-style-type: none"> ▶ Explore summative data collection at SLT level to reflect the schools needs and drive outcomes ▶ To review the use of targets to support ARE and raise expectations challenge and support ▶ Maamulaha assessment leads and moderation project 	<p>developments</p> <ul style="list-style-type: none"> ▶ Accurate assessment patterns and trajectories. ▶ Clear evidence of phase and school initiatives driven by school leaders ▶ Regular evaluative monitoring reports from LT & SLT ▶ Improved outcomes in books 	<ul style="list-style-type: none"> ▶ Phase Leaders of Phase 1, Phase 2, Foundation Stage ▶ Gov. ▶ All Staff 	<ul style="list-style-type: none"> ▶ SIP ▶ Maamulaha Network ▶ CPD ▶ LA network of schools. ▶ Training & Supply Costs
<p>3. Improve finance & premises management.</p>	<ul style="list-style-type: none"> ▶ Review the post of SBM to ensure it reflects and meets the needs of finance, premises and administrative practices. ▶ Second an experienced SBM to review and revise administrative, finance and premises structures and management. ▶ Successfully appoint (By Feb 2018) and induct a School Business Manager (SBM). ▶ Secure an effective, efficient and clear budget and monitoring structure. ▶ Further improve the capacity to meet the income target in the Childrens centre. 	<ul style="list-style-type: none"> ▶ Established centralised school office that efficiently and effectively support the schools function and outcomes. ▶ Clear, efficient and effective budget management and reporting procedures. ▶ Capacity within children's centre is reached and the gap against income targets is significantly closed. 	<ul style="list-style-type: none"> ▶ Lead HT: Exp SBM via ▶ LA & network of schools ▶ Maamulaha network ▶ Govs ▶ LA 	<ul style="list-style-type: none"> ▶ Exp SBM 1/2 days a week ▶ HR ▶ LA & network schools. ▶ Maamulaha network ▶ Training & Supply Costs

SECTION C	EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT			
ISSUE	INITIATIVES	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<p>1. Grow capacity by further developing the skills of leaders, teachers & support staff. (See <i>whole school areas for development</i>) in Section B above).</p>	<p><i>In addition to the above</i></p> <ul style="list-style-type: none"> ▶ Develop a central administration office to ensure efficient and effective delivery and support across the school. ▶ Provide professional development and mentoring for all office staff to ensure effective deployment; including the distribution of responsibility across a range of administrative tasks to build capacity and collective responsibility. 	<p><i>In addition to the above.</i></p> <ul style="list-style-type: none"> ▶ Improved administrative and office function that effectively support the schools finance and premises management. ▶ Improved opportunity and capacity for School leaders to focus on enhancing teaching and learning opportunities. 	<ul style="list-style-type: none"> ▶ Lead HT: Exp SBM via ▶ LA & network of schools ▶ Maamulaha network ▶ Govs ▶ LA 	<ul style="list-style-type: none"> ▶ Exp SBM 1/2 days a week ▶ HR ▶ LA & network schools. ▶ Maamulaha network ▶ Training & Supply Costs

<p>2. Ensure that a full review is conducted within the next six months to ensure that safeguarding procedures continue to be highly effective. <i>(from the Safeguarding Section of the school's self-evaluation)</i></p>	<ul style="list-style-type: none"> ▶ To continue to embed and enhance safeguarding through the review of 'school teams' practices to promote and further embed collective responsibility of safeguarding practices and procedures. ▶ Establish safeguarding and information practices between the mainstream school of Robert Blair and newly established @bridge Satellite School' sharing our site. 	<ul style="list-style-type: none"> ▶ Effective and efficient safeguarding practices established that reflect the changing school environment. ▶ Efficient and rigorous administrative processes, procedures and signposting. ▶ A demonstrative collective understanding of safeguarding and responsibilities. 	<ul style="list-style-type: none"> ▶ Lead HT: Exp SBM via ▶ LA & network of schools ▶ Maamulaha network ▶ Govs ▶ LA 	<ul style="list-style-type: none"> ▶ Exp SBM 1/2 days a week ▶ HR ▶ LA & network schools. ▶ Maamulaha network ▶ Training & Supply Costs
<p>3. Raise the profile of science across the school & ensure effective coverage of the curriculum & place a higher profile on scientific method through hypotheses & testing. <i>(from the Science Section of the school's self-evaluation)</i></p>	<ul style="list-style-type: none"> ▶ Appoint the leadership of science to a member of the leadership team. ▶ Review science practices across the school. ▶ Audit science resources. ▶ Develop a plan to address gaps in practices and resourcing. 	<ul style="list-style-type: none"> ▶ Clear action plan that identifies a practice and resource development strategy. 	<ul style="list-style-type: none"> ▶ DH & Science Lead 	<ul style="list-style-type: none"> ▶ Leadership support and training. ▶ Maamulaha Network ▶ CPD ▶ LA network of schools. ▶ Training & Supply Costs

SECTION D	TEACHING, LEARNING AND ASSESSMENT			
ADDITIONAL FOCUS AREA	▶ INITIATIVES (From date)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<p>1. Ensure that planning is clearly driven by sharply focused assessment so that it is effective in further raising levels of challenge for all groups of pupils.</p>	<ul style="list-style-type: none"> ▶ Increase the proportion of good & better teaching in all key stages. ▶ Effective use of Target Tracker which supports quality AFL ▶ Review of planning and assessment systems ▶ Review the effectiveness of the deployment of additional adults in lessons ▶ Provide professional development and mentoring for all teaching and support staff in the main school to ensure the effective deployment of adults to enhance teaching and learning 	<ul style="list-style-type: none"> ▶ Demonstrably improved challenge and support opportunities in lessons. ▶ Teaching and Learning policy is evidenced in practice through both formal and informal observations and monitoring ▶ The environment policy is evidenced in practice through both formal and informal observations and monitoring ▶ End of year data for 2017-18 shows that the percentages of pupils meeting age-related expectations in reading is higher in all year groups than in 2017 by at least ten percentage points. ▶ An upward trajectory of lessons are judged good or better across the year and good to outstanding teaching becomes the norm. ▶ Progress and attainment levels close the gap with national age expected progress and attainment levels where underperformance has been identified. 	<ul style="list-style-type: none"> ▶ SLT & LT & Gov. ▶ All Staff 	<ul style="list-style-type: none"> ▶ Inset Days ▶ Phase meetings ▶ Leadership support and training. ▶ Maamulaha Network ▶ CPD ▶ Full participation in professional development opportunities. ▶ LA network of schools. ▶ Training & Supply Costs

<p>2. Review the effectiveness of the deployment of additional adults in lessons.</p>	<ul style="list-style-type: none"> ▶ Provide professional development and mentoring for all teaching and support staff in the main school to ensure effective deployment opportunities that enhance teaching and learning 	<ul style="list-style-type: none"> ▶ Demonstrably improved challenge and support opportunities in lessons. ▶ Teaching and Learning policy is evidenced in practice through both formal and informal observations and monitoring ▶ The environment policy is evidenced in practice through both formal and informal observations and monitoring 	<ul style="list-style-type: none"> ▶ Lead - Inclusion lead/SENDCo ▶ DHT ▶ Phase Leads ▶ HLTA ▶ All Staff 	<ul style="list-style-type: none"> ▶ Inset Days ▶ Phase meetings ▶ CPD ▶ Full participation in professional development opportunities. ▶ Training & Supply Costs
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SECTION E		PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE		
ADDITIONAL FOCUS AREA	INITIATIVES (From date)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<p>1. Continue to challenge the small minority of hard-to-reach families whose children's attendance rates are below 90%.</p>	<ul style="list-style-type: none"> ▶ To establish effective support and challenge for all groups of pupils. 	<ul style="list-style-type: none"> ▶ Reduced PA figures ▶ Improvements in punctuality ▶ Improved outcomes for hard-to-reach families and children. 	<p>Lead- SENDCo/Inclusion Lead DHT Phase Leads Learning Mentor.</p>	<ul style="list-style-type: none"> ▶ Inset Days ▶ Phase meetings ▶ Leadership support and training. ▶ CPD ▶ Full participation in professional development opportunities. ▶ LA Support ▶ 'Engaging & safeguarding children in education' costs
<p>2. Continue to enhance behaviour expectations by streamlining the behaviour system and further embedding a consistency of understanding, responsibility, independence and ownership.</p>	<ul style="list-style-type: none"> ▶ To streamline the behaviour system to raise and embed improved learning behaviours. ▶ To review and raise the profile of the school council including specific projects which have measurable and timely outcomes. 	<ul style="list-style-type: none"> ▶ Established school rules that all stakeholders know, understand and use. ▶ Regular and purposeful school council meetings. ▶ Demonstrable increase in pupils voice and school council impact 	<ul style="list-style-type: none"> ▶ Lead HT. DHT ▶ Inclusion team, Learning mentor and all staff. 	<ul style="list-style-type: none"> ▶ Inset Days ▶ Phase meetings ▶ Leadership support and training. ▶ Maamulaha Network ▶ CPD ▶ Full participation in professional development opportunities. ▶ LA network of schools. ▶ Training & Supply Costs

<p>3. To improve and enhance inclusion practices across the mainstream school setting.</p>	<ul style="list-style-type: none"> ▶ To develop an effective Inclusion Team, whose skills are focused on accurate identification and support of children’s learning; including the training and development of adults to differentiate effectively ▶ To successfully transition the schools LCR unit (pupils and families) through developing and enhancing inclusion practices in collaboration with the ‘Newly developed Bridge satellite’ free school. This includes working with the LA to develop strategies to support successful finance and premises outcomes. 	<ul style="list-style-type: none"> ▶ The SEN policy and practices accurately reflect the schools changing needs ▶ A SEN provision Map is established that accurately reflects the needs of pupils in the school. ▶ Clear systems of support including clarity of roles and responsibilities are established. ▶ Children receiving interventions, show accelerated progress relative to the schools mean. 	<ul style="list-style-type: none"> ▶ Lead HT. DHT ▶ Inclusion team, Learning mentor and all staff. 	<ul style="list-style-type: none"> ▶ Inset Days ▶ Phase meetings ▶ Leadership support and training. ▶ Maamulaha Network ▶ CPD ▶ Full participation in professional development opportunities. ▶ LA network of schools. ▶ Training & Supply Costs
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SECTION F		OUTCOMES FOR PUPILS		
ADDITIONAL FOCUS AREA	INITIATIVES (From date)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<p>1. Attainment & progress in reading in all Key Stage 1 & 2 year groups.</p>	<ul style="list-style-type: none"> ▶ Monitor and further develop the quality of guided reading practice and outcomes. ▶ Review all books in the school and ensure reading materials are appropriate and effectively organised. ▶ Monitor the quality and use of reading corners in classrooms 	<ul style="list-style-type: none"> ▶ Improved outcomes in reading. 	<ul style="list-style-type: none"> ▶ Lead DH: Literacy lead & phase leads ▶ All Staff 	<ul style="list-style-type: none"> ▶ Inset Days ▶ Phase meetings ▶ Leadership support and training. ▶ Maamulaha Network ▶ CPD ▶ Full participation in professional development opportunities. ▶ LA network of schools. ▶ Training & Supply
<p>2. Combined attainment in all year groups.</p>	<ul style="list-style-type: none"> ▶ Ensure planning is reflective of evaluation and assessment in class, central to which is the marking of pupils work. ▶ Effective use of Target Tracker to support quality AFL ▶ Monitor subgroups efficiently to ensure targeted interventions are both purposeful and effective. 	<ul style="list-style-type: none"> ▶ Demonstrably improved marking that leads to improved progress and outcomes. ▶ Demonstrably improved challenge and support in lessons. ▶ An upward trajectory of lessons are judged good or better across the year and good to outstanding teaching becomes the norm. 	<ul style="list-style-type: none"> ▶ Lead DH: phase leads ▶ All Staff 	<ul style="list-style-type: none"> ▶ Inset Days ▶ Phase meetings ▶ Leadership support and training. ▶ Maamulaha Network ▶ CPD ▶ Full participation in professional development opportunities.

		▶ Progress and attainment levels close the gap with national age expected progress and attainment levels where underperformance has been identified.		▶ LA network of schools. ▶ Training & Supply
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SECTION G	EARLY YEARS PROVISION			
ADDITIONAL FOCUS AREA	INITIATIVES (From date)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
1. Begin to replace outdoor learning areas constructed with sub-standard materials.	<ul style="list-style-type: none"> ▶ Review of substandard materials ▶ Phase development of outdoors learning environment. 	<ul style="list-style-type: none"> ▶ Progress and Attainment in physical development reflects that of other areas of learning 	<ul style="list-style-type: none"> ▶ HT ▶ SBM 	<ul style="list-style-type: none"> ▶ Dave Stone ▶ LA ▶ Maamulaha Network of schools
2. To improve outcomes in the Childrens centre for children in communication, language and literacy whilst developing the learning environment to support this.	<ul style="list-style-type: none"> ▶ Staff training programme across the year to focus on interaction skills with children and supporting conversation (see plan) ▶ Support from the library service to develop small group language times with materials on loan ▶ Offer Library of core books for families with information on the importance of sharing books, tips for talking etc. ▶ Introduce 'book swap' programme for children with few books at home ▶ Close monitoring and assessment of C and L with staff and timely referrals to SALT ▶ Offer parent meetings on the theme of talk and book sharing and on the importance 	<ul style="list-style-type: none"> ▶ Target for Summer 2 2018 -60% or more of children will be typical development or ARE for C and L by end of term of third birthday ▶ Observations of staff and other feedback indicate appropriate interaction ▶ Families give feedback re new services and information 	<ul style="list-style-type: none"> ▶ DHCC 	<ul style="list-style-type: none"> ▶ Maamulaha Network of schools LA