

Learning Improvement Plan	School: Robert Blair Primary	Headteacher: Michelle Bahn	Date: July 2018
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School Improvement Focus	Key Issues/ Development Areas	
Overall Effectiveness	SIP Introduction	Section A
Priorities for Whole School Development	1. Grow capacity by further developing the skills of leaders, teachers & support staff. 2. Extend & further embed the curriculum that has been carefully developed over the past year in order to enrich pupils' lives through 'awe & wonder experiences' & inspire them to become lifelong learners.	Section B
Effectiveness of leadership and management	Additional Focus Areas 1. Build on the work carried out to induct new members of the governing body. 2.	Section C
Teaching, learning and assessment	Additional Focus Areas 1. Further develop the effectiveness of the deployment of additional adults in lessons. 2. Ensure that planning is consistently a) age-related, b) linked to the core curriculum skills & c) reflects opportunities for application of these skills across the curriculum.	Section D
Personal development, behaviour and welfare	Additional Focus Areas 1. Raise pupils' expectations & Improve the presentation of work in their books, so that it more closely reflects their potential. 2. Introduction of a 'cultural passport' (<i>part of curriculum development initiative</i>).	Section E
Outcomes for pupils	Additional Focus Areas 1. Ensure rapid increase in attainment in grammar, punctuation & spelling in all year groups. 2. Improve pupils' basic skills in number.	Section F
Early Years Provision	Additional Focus Areas 1. Ensure greater continuity of provision between the Children's Centre (<i>Ofsted Grade 2 February 2018</i>) & the Nursery & Reception classes. 2.	Section G

SECTION A

SUMMARY OF OVERALL EFFECTIVENESS

The headteacher has transformed the school, through its quality of provision, its steadily rising standards & the strong partnership that has been forged between school & parents. Her clear priority has been 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 & outstanding teaching & learning becomes the norm.

OVERALL EFFECTIVENESS JUDGEMENT

Grade 2

1. Outstanding

2. Good.

3. Requires Improvement

4. Inadequate

SECTION B	PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT			
ISSUE	INITIATIVES	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
1. Grow capacity by further developing the skills of leaders, teachers & support staff.	<p>In time for implementation in September 2018:</p> <ul style="list-style-type: none"> ▶ Ensure a clear staffing structure that fully meets the needs of the school. ▶ Continue to provide CPD for all members of the leadership team – both in-house & through local links. ▶ Further build on the professional development of leaders, teachers & support staff to ensure effective deployment of adults. 	<ul style="list-style-type: none"> ▶ There are clear lines of delegation, communication & accountability including: clarity of roles & expectations for all staff. ▶ Roles & responsibilities are fully understood & can be evidenced through day-to-day & strategic matters. ▶ There are regular evaluative leaders' scrutiny of pupils' books. ▶ The work in pupils' books provides clear evidence of improved teaching. 	<ul style="list-style-type: none"> ▶ HT for overview. ▶ DHT for the day-to-day management & outcomes. ▶ Member of the governing Body for monitoring & evaluation. 	<ul style="list-style-type: none"> ▶ Nil additional costs.
2. Extend & further embed the curriculum that has been carefully developed over the past year in order to enrich pupils' lives through 'awe & wonder experiences' & inspire them to become lifelong learners.	<p>On-going throughout the school year 2018-19:</p> <ul style="list-style-type: none"> ▶ Further develop pupils' & teachers' awareness of the '<i>habits of mind</i>' in order to provide a secure platform for future learning. ▶ Ensure a common understanding of what cross-curricular learning means. <p>From September 2018:</p> <ul style="list-style-type: none"> ▶ Introduce the use of 'Topic Books' in all classes to provide a coherent record of pupils' learning journey. ▶ Introduction of a 'cultural passport' (see <i>Section E – Personal Development</i>) 	<ul style="list-style-type: none"> ▶ Pupils are excited, fully engaged & inspired by the topics covered. ▶ There is clear evidence of pupils' application of core skills. ▶ Outcomes are regularly shared with peers & parents/carers. 	<ul style="list-style-type: none"> ▶ HT for overview. ▶ Class teachers for planning & application. ▶ Senior leaders for monitoring. ▶ Member of the governing body for evaluation. 	<ul style="list-style-type: none"> ▶ CPD: teachers' release costs = 15 days @ £200 per day = £3K.

SECTION C	EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT			
ISSUE	INITIATIVES (From date)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
1. Build on the work carried out to induct new members of the governing body.	<p>By October half-term 2018:</p> <ul style="list-style-type: none"> ▶ Ensure that the governing body has a clear yearly plan for its monitoring & evaluation – closely linked to the school self evaluation & learning improvement plan. 	<ul style="list-style-type: none"> ▶ The monitoring plan is in place & is proving useful to the governing body in fulfilling its role. 	<ul style="list-style-type: none"> ▶ HT & Chair of the Governing Body for the use of the monitoring plan. 	<ul style="list-style-type: none"> ▶ No additional costs.

SECTION D	TEACHING, LEARNING AND ASSESSMENT			
ADDITIONAL FOCUS AREA	INITIATIVES	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
1. Further develop the effectiveness of the deployment of additional adults in lessons.	<p>From September 2018:</p> <ul style="list-style-type: none"> ▶ Ensure daily time allocation for planning & feedback (<i>use of teacher & TA planners</i>). ▶ SLT half-termly monitoring of planners – leading from this: bespoke CPD. 	<ul style="list-style-type: none"> ▶ Planners are routinely completed (daily / weekly) & handed in for half-termly scrutiny by SLT. ▶ SLT evaluate & feedback – leading to bespoke support where required. 	<ul style="list-style-type: none"> ▶ Teachers & TAs for implementation. ▶ Phase Leaders & SLT for monitoring & evaluation. 	<ul style="list-style-type: none"> ▶ Nil additional costs
2. Ensure that planning is consistently a) age-related, b) linked to the core curriculum skills & c) reflects opportunities for application of these skills across the curriculum.	<p>With effect from September 2018:</p> <ul style="list-style-type: none"> ▶ Effective use of Target Tracker to inform detail of coverage. ▶ Age related targets are in pupils' books, annotated by pupils & adults as evidence of successful completion of tasks. 	<ul style="list-style-type: none"> ▶ Pupils' individual progress is achieving all elements of the curriculum in English & maths is clearly mapped out. 	<ul style="list-style-type: none"> ▶ SLT for overview. ▶ Class teachers for application. ▶ Phase leaders for monitoring & evaluation. 	<ul style="list-style-type: none"> ▶ Nil additional costs.

SECTION E	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE			
ADDITIONAL FOCUS AREA	INITIATIVES	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<p>1. Raise pupils' expectations & improve the presentation of work in their books, so that it more closely reflects their potential.</p>	<p>From September 2018:</p> <ul style="list-style-type: none"> ▶ Establish a 'work of the week' celebration to raise the profile of presentation eg: through corridor display. ▶ Regularly monitor & feedback to parents eg: 'postcard of the week' to inform parents/carers. 	<ul style="list-style-type: none"> ▶ Improved quality of presentation of pupils' work (<i>linked to age-related expectations for handwriting</i>). ▶ 'Book of the Week' celebration is in place. 	<ul style="list-style-type: none"> ▶ SLT for overview of the initiative. ▶ Class teachers & support staff for implementation. ▶ LY link governor for monitoring & evaluation. 	<ul style="list-style-type: none"> ▶ Budget for celebration: £200 (postage) £200 for celebrations & displays
<p>2. Introduction of a 'cultural passport' (<i>part of curriculum development initiative</i>).</p>	<p>From September 2018:</p> <ul style="list-style-type: none"> ▶ Design to be agreed (following consultation with staff, parents & pupils). ▶ Establish a list of 50 'must do' experiences / enrichment for pupils before they leave Robert Blair Primary School. ▶ Periodically review & edit the list of 50 experiences. <p>From the second part of the autumn term 2018:</p> <ul style="list-style-type: none"> ▶ Pupils' 'passport' entries begin. 	<ul style="list-style-type: none"> ▶ Passports are in place: with format agreed by all parties consulted. ▶ Passports are in use from November 2018. ▶ Increase in parents' involvement eg: in support for trips etc. 	<ul style="list-style-type: none"> ▶ Healthy Schools' Leader for driving the initiative. ▶ Class teachers for implementation. ▶ Parent governor for monitoring & evaluation. 	<ul style="list-style-type: none"> ▶ £5k Outline estimate budget

SECTION F	OUTCOMES FOR PUPILS			
ADDITIONAL FOCUS AREA	INITIATIVES (From date)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
1. Ensure rapid increase in attainment in grammar, punctuation & spelling in all year groups.	<p>From September 2018:</p> <ul style="list-style-type: none"> ▶ Ensure that teachers fully brief their support staff in advance of lessons so that any misconceptions concerning grammar, punctuation & spelling are clarified. ▶ Ensure implementation of the school's weekly curriculum for spelling. ▶ 	<ul style="list-style-type: none"> ▶ Support staff are competent and confident in supporting teaching in lessons. ▶ Increase in attainment in writing across the curriculum. ▶ Evidence from monitoring confirms accuracy of teaching. 	<ul style="list-style-type: none"> ▶ LY Leader for overview. ▶ Class teachers for implementation. ▶ SLT for monitoring & evaluation. 	<ul style="list-style-type: none"> ▶ Nil additional costs.
2. Improve pupils' basic skills in number.	<p>From September 2018:</p> <ul style="list-style-type: none"> ▶ Daily guided number sessions are in place. ▶ Ensure consistency in delivery of the 'Inspire' maths curriculum. ▶ Members of staff to visit other local schools to observe different methods of delivery & broaden their own understanding. 	<ul style="list-style-type: none"> ▶ As above 	<ul style="list-style-type: none"> ▶ As above 	<ul style="list-style-type: none"> ▶ Costs of 12 days release time for teachers plus 6 days for support staff = £3k.

SECTION G	EARLY YEARS PROVISION			
ADDITIONAL FOCUS AREA	INITIATIVES	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<p>1. Ensure greater continuity of provision between the Children's Centre (<i>Ofsted Grade 2 February 2018</i>) & the Nursery & Reception classes.</p>	<p>With effect from September 2018:</p> <ul style="list-style-type: none"> ▶ Appointment of an Early Years' Leader (<i>to include the Children's Centre</i>). <p>By October half-term:</p> <ul style="list-style-type: none"> ▶ Develop a clear transition map – through the Early Years & extending to KS1 & 2 – to ensure greater continuity in transitions. <p>On-going during the first half of the school year:</p> <ul style="list-style-type: none"> ▶ Investigate possible formats for development by visiting high quality provision in other schools. <p>By the end of the autumn term 2018:</p> <ul style="list-style-type: none"> ▶ Ensure that changes to the indoor environment are completed. 	<ul style="list-style-type: none"> ▶ Adults across the Children's Centre & Early Years classes work more closely in partnership. ▶ There is smooth transition of pupils – driven by seamless communication & administrative systems. ▶ There is a shorter 'induction/settling in' window. ▶ Children have greater access to outdoor provision & there is clear evidence of improved outcomes. 	<ul style="list-style-type: none"> ▶ HT for overview. ▶ Early Years' Leader for driving the initiative. ▶ EYFS staff for implementation. ▶ A member of the governing body for monitoring & evaluation. 	<ul style="list-style-type: none"> ▶ Indoor provision £20K ▶ Release time for EYFS Leader & staff – 3 days x 2 = £600 ▶ Outdoor provision yet to be costed.