



Frithville Primary School

Federated with

New York Primary School

Federation Improvement Plan ~ Academic Year 2016-17

Summary:

Improvement Objectives from Ofsted Reports May 2013.

Frithville is not yet an outstanding school because:

- Where teaching occasionally requires improvement, teachers do not always explain clearly what pupils should learn from the activities planned, and these are not always hard enough for the more-able pupils.
- Pupils have too few opportunities to extend their skills by writing for a range of purposes.
- In some lessons, teachers miss opportunities to develop pupils' mathematical calculation skills by getting them to solve real-life problems.
- Not all staff have received sufficient training to fully develop in their roles.

New York is not yet an outstanding school because:

- Not enough teaching is outstanding.
- In some lessons, teachers set work that is too easy or too hard for some pupils.
- Teachers do not always make the most of pupils' eagerness by encouraging them to explore learning without direct supervision.
- Adults throughout the school do not demand high enough standards in the quality of pupils' presentation of their work, and of their handwriting in particular.

Strategic Intent:

We aim to employ one member of staff per year group, with the intention to provide the best opportunities for all children to reach their potential.

Priorities for 2016/17 with a view to improving the attainment and progress of all pupils.

**Priority 1:
Secure consistently good or better teaching, learning and assessment across the Federation.**

We will know we have succeeded when:

- 100% of teaching, learning and assessment meets standard of the new (Aug 2016) Ofsted criteria for at least “Good” throughout the academic year – with increasing evidence of “Outstanding” teaching.
- At any point of scrutiny, any pupil’s book will demonstrate the expected or better progress that the pupil has made and the support they have received. (Refer to individual assessment grids, Federation Excel Tracker and APE sheets for individual/group progress.)
- All children are working at their expected standard or higher and their work will reflect this. (Refer to individual assessment grids, Federation Excel Tracker and APE sheets for individual/group progress.)

Evidence will be gathered through:

- Lesson observation
- Work scrutiny
- Pupil interview and questionnaire
- Learning walk
- Pupil progress data
- Discussion with teachers and leaders
- Peer discussion and review
- Performance management

**Priority 2:
Develop an exciting and creative values-based curriculum.**

We will know we have succeeded when:

- Pupils are motivated and engaged in learning
- Pupils develop an extensive range of skills across the curriculum.
- Teachers plan and teach lessons that deepen individuals’ knowledge and understanding
- Teaching of our focus values is embedded across the curriculum.

Evidence will be gathered through:

- Pupil and Parental Questionnaire
- Lesson observations
- Work scrutiny
- HT reports to governors and SEF
- Learning walks
- Discussion with staff
- Peer Review discussion with SLT and Governors
- Discussion with SLT and Governors

**Priority 3:
To enhance the effectiveness of TAs across the Federation (TA Mobilise Project)**

We will know we have succeeded when:

- Both schools are fully involved with ‘Mobilise’ (Lincolnshire-led, cross-phase project)
- TA training/ development needs are identified and acted upon
- TA support makes an even greater impact to the progress of all pupils across the Federation

Evidence will be gathered through:

- Pupil and Parental Questionnaire
- Lesson observations
- Work scrutiny
- HT reports to governors and SEF
- Learning walks
- Pupil Progress data
- Performance management
- Discussion with staff
- Peer Review discussion with SLT and Governors
- Discussion with SLT and Governors

Milestones				
Priorities	Sept 30 th 2016	Dec 20 th 2016	March 31 st 2017	July 19 th 2017
<p>Priority 1 Objectives:</p> <ol style="list-style-type: none"> Prompt high quality support to improve teaching and to secure consistently good learning behaviour. Assessment reflects what pupils can typically do. Ensure that individual learning needs of all children (lower, middle and higher achievers) are met to ensure children make good progress. Examine pupils' current outcomes in different year groups and subjects, in order that governors can hold leaders even more effectively to account for the progress that pupils are making Marking and feedback systems support pupils to improve and are also manageable for teachers. School policies/expectations support high expectations of children's work – including presentation, to be consistently maintained in all year groups. To continue to embed termly pupil progress meetings to review provision. Staff and pupil attendance to be monitored. 	<p>All staff understand what is meant by “Learning Behaviours”.</p> <p>Accurate baseline assessments for all years, providing an accurate starting point to measure pupil achievement.</p> <p>Underachievement education plans in place for children making inadequate progress.</p> <p>All staff to continue to use marking scheme and 10 Book Commandments.</p> <p>Review lesson plan format, with particular attention to learning objective, differentiation, staffing, steps to success and attainment/progress information.</p> <p>Policies to be reviewed, ratified by Governors and shared with all staff:</p> <ul style="list-style-type: none"> • Capability Policy and Procedure • Federation Pay Policy • Staff discipline, Conduct and Grievance Policy • Attendance • Performance Management 	<p>Lesson obs and drop ins see consistently good or better teaching, learning and assessment across the Federation – English and maths action plans as applicable.</p> <p>Evidence in pupils' books (quality of work, quantity of work, range of curriculum areas, opportunities for challenge) will show progress for all year groups at all levels.</p> <p>Pupils to be given opportunities for longer writing, including in foundation subjects to evidence their application of SPAG skills. Ref: English action plan.</p> <p>Children's books to show sequences of work developed around SPAG objectives. Ref: English action plan.</p> <p>The assessment and evidence will reflect what pupils can typically do nationally and will be judged accordingly.</p> <p>Children's books to show evidence of peer marking/ self-assessment/editing using blue pen, with children initialling peer marking. Ref: English action plan.</p> <p>The achievement of pupil premium children will be comparable to that of the cohort and to national data.</p> <p>Consider the needs of middle achievers following end of term assessments.</p> <p>Following performance management meetings and audit of training needs, a plan of support for all staff will be in place.</p> <p>Staff attendance to be discussed as part of performance management meetings.</p> <p>Pupil progress meetings to have taken place between teachers and Headteacher.</p> <p>Discuss a skills-objective based approach to planning.</p>	<p>Lesson obs, books and drop ins evidence good or better learning behaviours – inquiry based learning and open ended thinking skills.</p> <p>Evidence in books to demonstrate opportunities for all pupils to work at greater depth, and where appropriate show pupils are on track for mastery or higher.</p> <p>All staff training highlighted in audit completed or planned for summer term.</p> <p>The achievement of pupil premium children will be comparable to that of the cohort and to national data.</p> <p>Pupil progress meetings to have taken place between teachers and Headteacher.</p> <p>Staff attendance to be discussed as part of performance management reviews.</p> <p>Children's books to show evidence of several genres of writing.</p> <p>English subject leader audit to be carried out. Genres not yet covered to be prioritised for Summer term 1.</p>	<p>100% of teaching is consistently good or better across a range of curriculum contexts – books, observations and drop ins evidence this.</p> <p>Vast majority of pupils are working have made expected progress or better.</p> <p>Pupil premium children make rapid gains and at the end of the year their achievement is the same or greater than their peers.</p> <p>All policies reviewed in the light of high expectations of new National Curriculum and Ofsted Guidance.</p> <p>Pupil progress meetings to have taken place between teachers and Headteacher.</p>

<p>Priority 2 Objectives:</p> <ol style="list-style-type: none"> 1. Review the Whole Federation Curriculum 2. Extend opportunities for Governors to be involved in the school and to continue to support and challenge. 3. Further develop RE provision to extend pupils' understanding of other religions and cultures and to continue to develop a wider whole school understanding of SMSC. 4. To maintain the effectiveness of the leadership and management of EYFS across the Federation. 5. To continue to develop a safe learning environment, which makes a sustained and significant impact on the learning of all children. 	<p>All staff to have discussed curriculum/ timetabling. SMSC/ RE subject leader to review current RE Curriculum. Policies to be reviewed, ratified by Governors and shared with all staff:</p> <ul style="list-style-type: none"> • Sex and Relationships Policy • Complaints Policy • Charging Policy • Managing Allegations of Abuse Made Against Staff Policy <p>Supporting Children With Medical Needs Policy (Permission to Administer Medicines form updated, Intimate Care Plan, Health Care Plan) All staff to have received annual safeguarding training and completed at least unit of safeguarding training online. (Domestic abuse).</p>	<p>SMSC Leader to have planned a visit/ visitor to school to develop pupil understanding of other religions and cultures. Each class to have 'adopted' a Governor. A timetable to be established for all subject leaders/ SLT input to Governor meetings. Staff to have identified areas of curriculum for further development and have produced action plan. SMSC/ RE subject leader to undertake an audit of provision. EYFS subject leader to audit current EYFS provision.</p>	<p>Each class Governor to have visited their class. Staff to be acting on identified areas of curriculum for development. SMSC/ RE subject leader to act on findings of audit. EYFS subject leader to act on findings of audit of EYFS provision.</p>	<p>A visit/ visitor to develop pupil understanding of other religions and cultures to have taken place. Each class Governor to feedback their experience to Governing Body. Timetable to have been followed for all subject leaders/ SLT input to Governor meetings. Staff to review impact of changes made to identified areas of curriculum for development. SMSC/RE subject leader to review impact of changes to EYFS provision EYFS subject leader to review impact of changes to SMSC/RE provision.</p>
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<p>Priority 3 Objectives:</p> <ol style="list-style-type: none"> 1. Host PLC (Professional Learning Community) in school with all Federation Teaching Staff 2. Formulate top eight priority action list for tasks TAs could do during times when they do not need to support children during teacher input. After engaging more with the Mobilise Project and observing TAs in school, this objective has changed to: Organise a 'CHANGE' team across the Federation. 3. Observe TAs informally. 4. To share the 'Scaffolding Framework' with all staff and formulate ideas of how to achieve more 'self-scaffolding' in pupils. 	<p>To attend initial 'Mobilise Roadshow Part 1' meeting. (9.9.16) <i>(FIP will be updated accordingly following the training meeting)</i> <i>To complete a Professional Learning Community Action Plan.</i></p>	<p>To attend 'Mobilise Roadshow Part 2' meeting. To attend Mobilise Cluster meeting. <i>To complete a further Professional Learning Community Action Plan.</i> Host PLC in school with all Federation Teaching Staff Formulate top 8 priority list (N/A) Observe TAs at both schools – looking for evidence of the 'Scaffolding Framework' already being used. Discuss findings with all staff. To have a better understanding of the training needs for TAs.</p>	<p>To attend Mobilise Cluster meeting. <i>To complete a further Professional Learning Community Action Plan and review impact of previous action plan.</i> To form a 'Change' team comprising of TAs, teaching staff, a governor and HT. Observe TAs informally. Greater input from TAs at staff meetings/ training days. To source suitable training providers to address any training needs of TAs.</p>	<p>To attend Mobilise Cluster meeting. <i>To complete a further Professional Learning Community Action Plan and review impact of previous action plan.</i> Observe TAs informally. Observe TAs at both schools – looking for evidence of the 'Scaffolding Framework' being used naturally in classrooms across the Federation. Discuss findings with all staff. Greater input from TAs at staff meetings/ training days. Greater confidence seen in TAs in promoting and recognising self-scaffolding skills in pupils.</p>
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Priority 1: Secure consistently good or better teaching, learning and assessment across the Federation.

Objectives:	Actions:	Success Criteria:	Monitoring:	Evaluation Process and Timeline:	Resources:
1. Prompt high quality support to improve teaching and to secure consistently good learning behaviour.	<p>Focused performance management discussions, resulting in clearly defined targets.</p> <p>Secure culture of honest, open professional dialogue to ensure staff receive constructive and supportive feedback and timely support.</p>	<p><i>Staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development has improved.</i></p> <p>100% of teaching consistently good or better. Securing the quality of teaching so that it is at least good in early years, KS1 and lower KS2.</p> <p>At any point of scrutiny, any pupil's book will demonstrate the progress that the pupil has made and the support received.</p> <p><i>Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</i></p> <p>Learning environments celebrate a range of children's work which is cross curricular and to a high standard – i.e. specific writing display boards.</p> <p>SLT judgements monitored and verified by Governors, Peer Review.</p>	<p>SLT, SL, CHT observations /drop ins</p> <p>Learning walks</p> <p>Report to Governors at Standards committee</p> <p>Joint Federation obs.</p> <p>Lesson obs</p> <p>NQT mentor meetings</p> <p>SLT meetings</p> <p>Lesson obs</p>	<p>All teachers and TAs to have been observed by end of term 2, the terms 4 and 6 respectively.</p> <p>Weekly SLT meetings to review teaching and learning.</p> <p>Standards report to Governors term 2, 4 and 6.</p> <p>Review of pupils' outcomes, scrutiny of work, lesson observations, discussions with teachers and leaders by EA.</p>	<p>Leadership time.</p> <p>PDM time.</p> <p>TA cover to allow staff to observe other staff.</p> <p>DHT time to monitor across Federation.</p> <p>SL time for professional dialogue and review.</p> <p>Supply cover for subject leaders to monitor, develop actions and review.</p>
<p>2. Assessment reflects what pupils can typically do.</p> <p>3. Ensure that individual learning needs of all children (lower, middle and higher achievers) are met to ensure children make good progress.</p> <p>4. Examine pupils' current outcomes in different year groups and subjects, in order that governors can hold</p>	<p>Subject leaders to audit use of cross-curricular application of maths and English skills. Arrange training as necessary.</p> <p>Data and tracking systems explained to governors</p> <p>Assessment grids to be reviewed by staff, how successful and easy to use. Further discussion and</p>	<p><i>There is a curriculum that provides suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community.</i></p> <p>Assessment information is gathered from looking at what children and learners already know, understand</p>	<p>SLT to collect assessment files periodically before data collection to ensure good practice.</p> <p>Book scrutiny – measuring progress.</p> <p>Pupil progress meetings with specific focus on groups of learners.</p>	<p>Term 1, 2, 4, 6 data collection, reports to governors.</p> <p>Termly book scrutiny by SLs or SLT.</p> <p>Monitor assessments in line with data collection.</p> <p>Governor/staff feedback and monitoring reports ongoing throughout year.</p>	<p>INSET day training.</p> <p>SLT time to monitor use of systems – file checking.</p> <p>SLT and SL time for book scrutiny and pupil interviews.</p> <p>SLT time for pupil progress meetings.</p>

<p>leaders even more effectively to account for the progress that pupils are making</p>	<p>training organised for staff and governors as required. Any trends from data are identified and acted upon. Work sufficiently differentiated to challenge all pupils and reflect high expectations of the curriculum. Monitoring timetable devised and adhered to.</p>	<p><i>and can do and is informed by their parents/previous providers as appropriate.</i> At any point of scrutiny, any pupil's book will demonstrate the progress that the pupil has made and the support received. Consistent approach to assessment across federation with all staff using the same robust methods. The Federation will have an effective assessment process which clearly demonstrates and measures a child's progress from their starting points. A robust system for tracking progress and identifying gaps in learning. A system which is easy to use and effective in demonstrating rapid gains made by pupils Large majority of children in each class are making at least expected progress i.e. working at Securing with a significant number of pupils making rapid gains and therefore working at exceeding levels within their phase. Effective, efficient and robust system for assessment used confidently by all staff by the end of the school year.</p>	<p>Subject leaders moderate assessments through book scrutinies and pupil interviews. Governor standards committee to question new assessment systems. SL across collaboration periodically moderate assessments. Governor feedback. Staff feedback. Monitoring reports.</p>		<p>SLT time prior to assessment weeks for clarification PDM for review Assessment files and highlighters per year group PDM time for review SL time for professional dialogue and review.</p>
<p>5. Marking and feedback systems support pupils to improve and are also manageable for teachers.</p>	<p>Marking Policy 10 Book Commandments reviewed and revised as necessary. Staff to observe and share good practice across Federation and Collaborative Schools. Ensure all staff are aware of what is meant by quality first teaching. - Targeted questioning. - Purposeful oral and verbal feedback when dealing misconceptions and success</p>	<p>At any point of scrutiny, any pupil's book will demonstrate the progress that the pupil has made and the support received. Adults' written comments provide good models for pupils. <i>Staff give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</i></p>	<p>Pupil/parent questionnaires. Lesson obs and drop ins by: SL, SLT, CHT, EA. SL learning walks. Governor feedback. Staff feedback. Monitoring reports.</p>	<p>Pupil questionnaire Jan 2016. Parent questionnaire May 2016. All teachers and TAs to have been observed by end of term 2, the terms 4 and 6 respectively. Weekly SLT meetings to review teaching and learning.</p>	<p>Leadership time. PDM time. TA cover to allow staff to observe other staff. DHT time across Federation SL time for professional dialogue and review. Supply cover for subject leaders to monitor, develop actions and review.</p>

	- Pupils make progress within the lesson.	Quality and impact of adults' written and oral feedback will continue to improve. SLT check that system is time efficient and effective in helping pupils to make improvements. SLT judgements monitored and verified by Governors, Peer Review.		Standards report to Governors term 2, 4 and 6.	
6. School policies/expectations support high expectations (e.g. handwriting, application of writing across the curriculum, expectations of mathematics, moving beyond low level photocopied worksheets).	Subject leaders to audit use of cross-curricular application of maths and English skills linked to the new curriculum. Arrange training as necessary.	<i>All staff our aware of the Federation's vision and have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners.</i> Staff have high expectations and lessons are engaging allowing pupils to show good levels of concentration and independent learning. Planning, drop ins, work scrutinies and lesson obs will show teachers providing learning opportunities that are more fluid, cross curricular and open ended, but which allow pupils to apply their Maths and English skills in a range of contexts.	Lesson obs and drop ins by: SL, SLT, CHT, Planning scrutinies. Book scrutinies focusing on application of writing – genre and cross-curricular. Book scrutinies focusing on use of work sheets and the application of real life problem solving. SL learning walks. Governor feedback. Staff feedback. Monitoring reports.	Termly drop ins and lesson obs. Governor/staff feedback and monitoring reports ongoing throughout year.	PDM time. TA cover to allow staff to observe other staff. SL time for professional dialogue and review. Supply cover for subject leaders to monitor, develop actions and review.
7. To continue to embed termly pupil progress meetings to review provision.	Pupil progress meetings continue to be held termly. Progress of 'middle achievers' to be of particular focus.	Any trends identified and acted upon in a timely manner.	HT feedback Staff feedback Data	Individual meetings to be timetabled in December, March and July	TA cover Time for professional dialogue and review.
8. Staff and pupil attendance to be monitored.	Attendance of staff and pupils to be closely monitored. Attendance policy shared with all staff. Attendance discussion to be included in staff performance management meetings. Pupil attendance to be celebrated in assemblies. Attendance certificates to be awarded.	Timely support and intervention provided as required. Attendance policy followed as required.	HT feedback Staff feedback		

Priority 2: Develop an exciting and creative values-based curriculum:

Objectives:	Actions:	Success Criteria:	Monitoring:	Evaluation Process and Timeline:	Resources:
1. Review the Whole Federation Curriculum					
2. Extend opportunities for Governors to be involved in the school and to continue to support and challenge.		<i>Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.</i>	Pupil/parent questionnaires. Minutes from governor meetings. CHT reports. Peer review. Governor feedback. Staff feedback. Monitoring reports.		
3. Further develop RE provision to extend pupils' understanding of other religions and cultures. And to continue to develop a wider whole school understanding of SMSC.	SMSC/ RE subject leader to review current RE Curriculum. SMSC/ RE subject leader to undertake an audit of provision. SMSC Leader to have planned a visit/ visitor to school to develop pupil understanding of other religions and cultures. Staff training as required		Pupil/parent questionnaires. Lesson obs and drop ins by: SL, SLT, CHT, Planning scrutinies. Book scrutinies. SL learning walks. Governor feedback. Staff feedback. Monitoring reports.	Audits and resulting areas for development to be identified by Dec 2016. Ongoing	SL time
4. Early years' leadership and provision is secured.	Audit of current EYFS provision. Maintain changes to learning environments and provision.	<i>Leaders have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement.</i> <i>The quality of teaching is good.</i> Activities provide sufficient challenge so that children's learning is extended.	Pupil/parent questionnaires. Termly drop ins by SLT. Exec Head drop ins Planning to be checked in term 1, 3 and 5 for effectiveness of outdoor use. Governor visits and pupil interviews, report to show evidence. Governor feedback. Staff feedback.		

		<p>The setting is well organised and offers the activities needed to support good learning for all groups of children.</p> <p>Learning environments are more accessible and encourage independence and active learning. They make sustained and significant impact on the learning of all pupils.</p> <p>SLT has a greater focus on supporting and quality assuring this area.</p>	Monitoring reports.		
5. To continue to develop the learning environment so that it makes a sustained and significant impact on the learning of all children.		<p>Learning environments celebrate a range of children's work which is cross curricular and to a high standard. They make sustained and significant impact on the learning of all pupils.</p>	<p>Termly drop ins by SLT.</p> <p>Exec Head drop ins</p> <p>Governor visits</p> <p>SL learning walks.</p> <p>Governor feedback.</p>		

Priority 3: To enhance the effectiveness of TAs across the Federation (TA Mobilise Project):

Objectives:	Actions:	Success Criteria:	Monitoring:	Evaluation Process and Timeline:	Resources:
1. Host PLC (Professional Learning Community) in school with all Federation Teaching Staff	Staff/governor meetings to explain the mobilise programme and alleviate any uncertainty. Invite all teaching staff to decide on three actions each that they will try in the classroom. Action plan to be completed by each teacher.	Outcomes for our pupils improved by recognising the impact of our teaching assistants in the classroom. A list of eight priorities will be formulated and communicated clearly for all staff, classes and governors. (now N/A) Staff will feel positively about the project through the communication and transparency of priorities.	TA questionnaires. Staff meeting minutes.	Review by the 18 th November 2016.	Staffing meeting time allocated. TAs to be paid for time to attend meetings?
2. Formulate top eight priority action list for tasks TAs could do during times when they do not need to support children during teacher input. After engaging more with the Mobilise Project and observing TAs in school, this objective has changed to: Organise a 'CHANGE' team across the Federation.	Staff meeting to discuss and prioritise top eight action list, reasoning, monitoring, timescale. (now N/A) FP to timetable regular meetings with TAs at both schools. Staff to be asked if they would like to join the 'CHANGE' team.	Access to Teaching Assistant evidence and research in every Lincolnshire school taking part The already established school improvement partnerships and support sector-led work will be strengthened.	Staff meeting minutes. HT report to governors Dec 2016 – eight priorities and intended impact. (now N/A)	Priorities formulated by the end of Autumn Term 2. (now N/A)	Staffing meeting time allocated. TAs to be paid for time to attend staff meetings? FP PPA time – Monday afternoon.
3. Observe TAs informally.	Observe TAs at both schools Discuss findings with all staff.		FP observation notes. Staff meeting minutes. HT report to governors Dec 2016	Observations completed by the end of Autumn Term 2.	Supply for FP to observe.
4. To share the 'Scaffolding Framework' with all staff and formulate ideas of how to achieve more 'self-scaffolding' in pupils.	Observe TAs at both schools – looking for evidence of the 'Scaffolding Framework' already being used. Discuss findings with all staff.	The beginning of self-scaffolding and more effective teaching assistant- pupil interactions will be clearly seen in classrooms across the Federation.	FP observation notes. Staff meeting minutes. PB drop-in notes.	New observations completed by the end of Spring term 1.	Supply for FP to observe. Staffing meeting time allocated.