

LEARNING IMPROVEMENT PLAN

2016 -17

PORTESHAM PRIMARY SCHOOL

HEADTEACHER	Mr Chris Brown (Acting Head Teacher)	DATE	January 2017
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LIP OVERVIEW 2016 – 17

CURRENT SCHOOL CONTEXT: This is an outstanding school. KS2 results, KS1 results, Year 1 Phonic results and EYFS GLD are all in line with or above National and Local standards. The school is operating at near capacity with approximately 60% of the students coming from out of catchment. The school has undergone rapid growth in pupil numbers since its last Ofsted (2012) 65 pupils to 102 pupils. It has also undergone 3 years of extensive budget management to recoup a deficit of £45,000. The school is now operating on a balanced budget. The leadership team has accurately identified areas for development in relation to the new curriculum, teaching and learning and leadership changes as a consequence of the pending MAT development. The Governing body and Senior leadership team are highly effective, outward looking and can demonstrate clearly the challenges ahead. This is a school in which every child matters and this can be demonstrated through attitudes and engagement in learning.

KEY PRIORITIES	PRIORITY	SEF. REF	LEAD	Why identified as a priority
PRIORITY 1.	Develop the outdoor space		Head teacher	Ofsted recommendation - 2012
PRIORITY 2	Increase numbers of pupils working at Greater Depth		Head teacher	% GD below National standards
PRIORITY 3.	Secure the long-term future of the school as a part of a MAT		Governing Body	Local issues with academisation

ADDITIONAL FOCUS AREAS	ADDITIONAL FOCUS AREAS	SEF REFERENCE	LEAD PERSON	Why identified as an additional focus area
FOCUS 1.	Reinforce the Five 'R's values of the school		Head Teacher	
FOCUS 2.	Accelerating progress across the school		Head Teacher	
FOCUS 3.	Ensure performance management rigorously develops the roles and experienced staff; (particularly UPS level staff)		Head Teacher	
FOCUS 4.				

* *Be succinct with summary comments to keep each priority frame on one page*

KEY PRIORITY 1

Develop the outside areas of the school.

SUCCESS CRITERIA	<ul style="list-style-type: none"> ▪ . EYFS outside area developed to encourage all year use ▪ . Playground made interactive and appealing 	<ul style="list-style-type: none"> ▪ . Wildlife areas opened up to create links with Forest school culture ▪ . Improve well-being off all school stakeholders through improved outside areas 			
Success Criteria	Actions	Resp.	Monitoring	Cost	Evaluation
<ul style="list-style-type: none"> • EYFS outside area developed to encourage all year use 	<ul style="list-style-type: none"> • SLT and Governing body to secure funding for external canopy • Erect canopy to cover current exposed tarmac outside area • Re-turf grass area with a more robust grass. • Develop climbing and exploration areas 	Head Teacher EYFS teacher	Governing Body – Environment committee meetings. Head Teacher reports to Full Governing Body	DFC funds from Diocese	
<ul style="list-style-type: none"> • Playground made interactive and appealing 	<ul style="list-style-type: none"> • SLT and Governing body to explore potential funding streams • Seek at least 3 different quotes for development ideas • Secure dates for construction • Install playground developments 	Governing body – Env Head Teacher	Governing Body – Environment committee meetings. Head Teacher reports to Full Governing Body	DFC funds from Diocese	
<ul style="list-style-type: none"> • Wildlife areas opened up to create links with Forest school culture 	<ul style="list-style-type: none"> • Liaise with Diocese over using Glebe land as a potential Forest school area • Locate an approved Forest school leader • Establish a Forest school club to work on the project • Commence development 	Governing Body – Env Head Teacher Forest school Leader	Governing Body – Environment committee meetings. Head Teacher reports to Full Governing Body	Look to local suppliers for donations	
<ul style="list-style-type: none"> • Improve well-being off all school stakeholders through improved outside areas. 	<ul style="list-style-type: none"> • Summer 2017, or upon project completion, conduct a well-being survey amongst pupils, parents and staff to assess the potential positive effect the developments have had. 	Governing Body -Env Head Teacher	Governing Body – Environment committee meetings. Head Teacher reports to Full Governing Body	External survey by individual with well-being expertise	

KEY MILESTONES

Autumn 2016	Spring 2017	Summer 2017
<ul style="list-style-type: none"> • EYFS teacher to obtain costs for turf and commit to work before winter sets in • Finance officer to determine actual DFC amounts and potential funding streams to develop playground. • Secure Forest School leader • Commence Forest school area • Obtain quotes for playground development • Liaise with DCC about school new builds where the old school may have a canopy which is no longer required • Liaise with CEP about other schools that may have conducted a 'well-being' survey 	<ul style="list-style-type: none"> • Erect canopy – secured (free) from the Puddletown first school redevelopment (Easter 2017) • Determine preferred quote for the playground redevelopment (DFC). Quote to be created in 3 phases, to permit staggered payment over 3 years. • Continue forest school development with continuation of the Forest school afterschool club 	<ul style="list-style-type: none"> • Conduct well-being survey of EYFS pupils • Officially open the Forest School area – invite local citizens to share the area • Summer holiday 2017 – Playground development phase 1 of the 3 year plan. • Conduct well-being survey of all pupils once they are aware that the playground is going to be redeveloped and once the Forest school is officially open • Forest school club continue to develop the area with a focus on encouraging wildlife to the area

KEY PRIORITY 2

Increase numbers of pupils working at Greater Depth

SUCCESS CRITERIA	<ul style="list-style-type: none"> ▪ .Increase numbers of pupils working at greater depth in mathematics – school wide ambition ▪ .Increase numbers of pupils working at greater depth in reading and writing – school wide ambition 					
Success Criteria	Actions	Resp.	Monitoring	Cost	Evaluation	
<ul style="list-style-type: none"> • Increase numbers of pupils working at greater depth in mathematics – school wide ambition 	<ul style="list-style-type: none"> • Establish school mathematics lead practitioner • Develop skills of lead practitioner through local and national CPD • Identify key % groups for above ARE attainment (approx. 30%) or at least in line with National % expectation • Identify key individual pupils who are expected to reach above ARE and establish monitoring and intervention practices • Develop better internal and external moderation processes throughout the year • Create links with maths leads across the future Chesil MAT schools to encourage more rigorous moderation and assessment practice 	Maths lead Head Teacher	Head Teacher Governing Body – Curriculum committee Maths lead	CPD Intervention costs to include. . Extra TA hours . Software . Supporting materials .External moderation		
<ul style="list-style-type: none"> • Increase numbers of pupils working at greater depth in reading and writing – school wide ambition. 	<ul style="list-style-type: none"> • Establish school literacy lead practitioner • Develop skills of lead practitioner through local and national CPD • Identify key % groups for above ARE attainment (approx. 30%) or at least in line with National % expectation • Identify key individual pupils who are expected to reach above ARE and establish monitoring and intervention practices • Develop better internal and external moderation processes throughout the year • Create links with literacy leads across the future Chesil MAT schools to encourage more rigorous moderation and assessment practice 	Literacy lead Head Teacher	Head Teacher Governing Body – Curriculum committee Maths lead	CPD Intervention costs to include. . Extra TA hours . Software . Supporting materials . External moderation		

KEY MILESTONES

Autumn 2016	Spring 2017	Summer 2017
<ul style="list-style-type: none"> • .Maths lead and Head teacher to identify key pupils with expectation of reaching above ARE – (30% per cohort) • .Literacy lead and Head teacher to identify key pupils with expectation of reaching above ARE – (30% per cohort) • .Establish external links beyond Dorset to assist 	<ul style="list-style-type: none"> • Maths lead to report current above ARE expectations for all cohorts • Literacy lead to report current above ARE expectations for all cohorts • Head Teachers report to Gobs to reflect current expectations of GD across the school • Continue to strengthen cross MAT links through a 	<ul style="list-style-type: none"> • Maths lead to report current above ARE expectations for all cohorts • Literacy lead to report current above ARE expectations for all cohorts • Head Teachers report to Gobs to reflect current expectations of GD across the school • Compare expectations to KS1 and KS2 SATS results

Greater Depth planning, assessment and moderation • .Create working parties within Chesil MAT for GD	combined INSET (Feb 10 th 2017). Create working ethos / practices for continued moderation and assessment	within school and across MAT partnership.
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KEY PRIORITY 3

Secure the long-term future of the school as a part of a MAT

SUCCESS CRITERIA	<ul style="list-style-type: none"> Portesham school successfully incorporated in to a local MAT with similar minded schools working to secure the best education for local children. 	▪				
Success Criteria	Actions	Resp.	Monitoring	Cost	Eval.	SEf.
<ul style="list-style-type: none"> Portesham school successfully incorporated in to a local MAT with similar minded schools working to secure the best education for local children 	<ul style="list-style-type: none"> Governing Body and SLT to explore all options for MAT available to Portesham Primary school Governing Body to discuss and vote on preferred MAT option Governing Body to determine all specific MAT criteria essential if Portesham is to join a MAT SLT to work on preparing MAT application statement Governing Body to present decision and reasons to school stakeholders Governing Body to represent Portesham school throughout all pre MAT application meetings to ensure all personal objectives to Portesham are agreed Chesil Chair – and Prospects – Improve team to present application to the Head Teacher’s Board – Feb 2017 Chesil MAT – INSET day – Preparing for the launch in Sept 2017 Summer Term 2017. MAT work groups to come together to determine uniform working practices and agendas for teaching and learning. Sept 2017 – Launch of Chesil MAT 	<ul style="list-style-type: none"> Governing Body Senior Leadership Team All School Staff 	<ul style="list-style-type: none"> Governing Body Chesil MAT Chair Person Head Teacher 	Prospects advisory role		

KEY MILESTONES

Autumn 2016	Spring 2017	Summer 2017
<ul style="list-style-type: none"> Governing Body and Senior Leadership Team to ascertain the best way forward for Portesham Primary School . Analysis of Chesil MAT, Hardy’s MAT, DSAT and other preferred external Academy chains. Governing Body to present to stakeholders their decision and reasons amounting to this 	<ul style="list-style-type: none"> Head Teacher and SLT to attend weekly briefings to determine how the MAT should operate Governing Body to present to stakeholders the current situation – a MAT update Feb – MAT joint INSET – the way forward together – why and how Staff teams to start coming together to work on strategies to ensure success. SLT’s to line manage groups. SLT to assist MAT application where possible 	<ul style="list-style-type: none"> Continue joined up working practices Install Trustees and CEO and Finance Officer Employ prospects to assist preparation for Sept 2017 launch Determine some ‘quick wins’ / positives for Sept launch - Continue to engage stakeholders in developments – ensure some ‘quick wins’ some September 2017.

ADDITIONAL PRIORITIES

ADDITIONAL PRIORITIES	<ol style="list-style-type: none"> 1. Reinforce the Five 'R's values of the school 2. Accelerating progress across the school 	<ol style="list-style-type: none"> 3. Ensure performance management rigorously develops the roles and experienced staff; (particularly UPS level staff) 			
ADDITIONAL PRIORITIES	Actions	Success Criteria	Monitoring	Cost	Evaluation
1. Reinforce the Five 'R's values of the school	<ul style="list-style-type: none"> • Establish what the 5R's are • Children to commit to the 5R's and make themselves targets for the term • Addition to the Friday Celebration assembly – R's in Action – children to nominate each other 	<ul style="list-style-type: none"> • Children to recognise their successes as individuals and groups • Improved well-being and behaviour across the school – 'a feel-good' factor 	Governing Body – Curriculum Comm Head Teacher Yr 6 Student Leaders	Additional badges	
2. Accelerating progress across the school	<ul style="list-style-type: none"> • Incorporated alongside and at same time as Key Priority 2. • Increased monitoring of those children at ARE who could accelerate in to above ARE • Employ specific PP TA to assist PP children in making accelerated progress 	<ul style="list-style-type: none"> • More children moving from ARE to above ARE (30% Target) • PP children in need of catch up making accelerated progress towards ARE 	Head Teacher Maths Lead Literacy Lead	Additional intervention packages	
3. Ensure performance management rigorously develops the roles and experienced staff; (particularly UPS level staff)	<ul style="list-style-type: none"> • Closer liaison between SLT and more experienced staff to ensure performance targets are achievable but also aspirational • Take on the leadership of University Placement Students within the school • 	<ul style="list-style-type: none"> • Individual pupil targets are aspirational yet achievable and meet with the LIP targets established in Key priority 2 and additional priority 2 – Targets achieved • Successful continuation of the Plymouth University Partnership 	SLT UPS and more experienced staff.	CPD	

KEY MILESTONES

Autumn 2015	Spring 2016	Summer 2016
<ul style="list-style-type: none"> • .2 project work on the 5'R's – Children to produce targets for the term for each R value. • .Create display at the front of the school to remind everyone of the 5 R's • .Maths and Literacy leads to detail those children with the potential to and those that need to make accelerated progress • .Performance management review meetings 	<ul style="list-style-type: none"> • Refresh the 5'R's targets and amend – (pupils) • Maths and Literacy leads + SLT assess progress of the key groups – Adjust TA provision where necessary • Writing moderation (internal and external) to assist ARE and above ARE judgements • Maths, Literacy and Science book / work scrutiny 	<ul style="list-style-type: none"> • Refresh the 5'R's targets and amend – (pupils) • Maths and Literacy leads + SLT assess progress of the key groups – Adjust TA provision where necessary • Prepare Head Teacher's report on the expected progress for cohorts and specific pupil groups • Maths, Literacy and Science book / work scrutiny

