



# Livingstone Road Primary Federation

Together We Can  
Learn Laugh Dream Grow

## School Development Plan 2019/20

**Livingstone Road Primary Federation** consists of **Livingstone Road Infant School** (Sylvan - Ofsted rating 'Good') and **Livingstone Road Junior** (Branksome Heath - 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 Development 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, enabling our children to 'learn, laugh, dream, grow!'

SIP 1: To improve quality of teaching and learning					
Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation
<b>To ensure leadership structure can effectively develop teaching and learning from YrR to Yr6</b>	<ol style="list-style-type: none"> <li>To review structure of SLT roles and responsibilities in line with primary federation</li> <li>To develop subject leader roles; greater knowledge in subject from YrR to Yr6</li> <li>Review the impact of middle leadership and consider what will be most effective to drive standards</li> </ol>	<p>Aut</p> <p>Aut and Sp</p> <p>Summer</p>	<p>EHT</p> <p>SLT</p> <p>SLT</p>	<p>All leaders clear about their roles and responsibilities and drive standards demonstrated in pupils' books, data and pupil conferencing</p>	
<b>To ensure the full curriculum is carefully sequenced and builds over all yr groups</b>	<ol style="list-style-type: none"> <li>Skills progression for subjects which precisely match MTPs</li> <li>Progression of non-negotiable knowledge and skills</li> <li>Clear outcome of knowledge and skills on MTPs</li> <li>Monitoring of wider curriculum through book looks and pupil interviews</li> <li>Further staff CPD to secure leaders' understanding of their role</li> <li>Govs aware of curriculum development</li> </ol>	<p>Plans in place by end of Aut; ongoing monitoring</p> <p>Jan INSET</p>	<p>FLT</p> <p>Governors</p> <p>Subject Leaders</p>	<p>Children's know more and remember more about each subject</p> <p>Subject Leaders able to talk about their subject and rationale behind the planning</p> <p>Children able to articulate learnt skills &amp; knowledge</p> <p>Books evidence knowledge and skills taught for a unit</p> <p>Relevant and specific LOs on weekly plans</p>	
<b>To improve outcomes of PP children</b>	<ol style="list-style-type: none"> <li>Teachers and TAs know the strengths and barriers for their PP children</li> <li>PP progress monitored through PPM leading to interventions targeting catch up of key PP children (including those who should be GDS)</li> <li>Review the 'wider offer' for PP children e.g. music T&amp;L; visit opportunities; cultural development</li> <li>Ensure a strong reading offer for PP children not heard at home</li> </ol>	<p>Aut2 – PP spend</p> <p>Spring – music</p> <p>Interventions ongoing</p>	<p>FLT</p> <p>Inclusion Lead</p> <p>CT</p>	<p>Narrow gap between disadvantaged and others nationally</p> <p>Greater participation in the wider school life</p> <p>All PP children read well before secondary school</p>	

<b>Strengthen 'behaviour for learning'</b>	<ol style="list-style-type: none"> <li>1. Embed learning powers</li> <li>2. Coach and develop behavior for learning with RI teachers. Raise expectations of what is acceptable behaviour</li> <li>3. Planning incorporates practical activities</li> <li>4. Task design is differentiated to enable all to have access</li> <li>5. Curriculum resourced appropriately to ensure 'all' children can access curriculum</li> <li>6. Children consistently 'uplevelling' their work</li> </ol>	Half term monitoring	FLT Subject Leads CT	Lesson observations and books show all groups of children able to access curriculum and demonstrate knowledge learned effectively  Evidence of 'purple polishing' impacting on improving quality of work produced  Children in lesson settle to work quickly and show urgency in learning	
<b>To ensure consistent use of Behaviour policy</b>	<ol style="list-style-type: none"> <li>1. Review rewards across the federation</li> <li>2. Use of House Captains to support promoting policy</li> <li>3. Behavior policy CPD for all staff; in particular expectations and early interventions</li> <li>4. Evaluate effectiveness of behavior plans (IBPs)</li> <li>5. Review reintegration plan and meetings</li> <li>6. Consistent system to log red cards and monitored by FLT</li> </ol>	Aut2 – review of beh policy  Gobs – spring term	FLT Inclusion Lead CT	Reduction in exclusions and reduction in repeated exclusions  Staff and children using consistent language regarding behaviour  Low level incidences reduced	
<b>Autumn Milestones:</b> <ul style="list-style-type: none"> <li>• All curriculum maps reviewed and in place enabling Subject Leaders to talk about their subject and rationale behind the planning</li> <li>• Weekly plans reviewed to ensure consistency</li> <li>• Timetables reviewed to support reading offer</li> <li>• Year Group targets in place and key children highlighted</li> <li>• Coaching plans for RI staff in place</li> <li>• House Captains in place</li> <li>• Red log system in place prior to Bromcom – red card consequence in golden time</li> <li>• Reintegration paperwork reviewed to reduce exclusions</li> <li>• New IBP process in place</li> </ul>		<b>Spring Milestones:</b> <ul style="list-style-type: none"> <li>• Bromcom system in place - monitor behaviour and staff and children using consistent language regarding behaviour</li> <li>• Subject Leader INSET – evidence ARE and monitor expectations from Aut</li> <li>• Lesson observations and books show all groups of children able to access curriculum</li> <li>• Books evidence knowledge and skills taught for a unit</li> <li>• PPM – monitor PP children</li> <li>• IBPs for specific chn in place and monitored</li> </ul>		<b>Summer Milestones:</b> <ul style="list-style-type: none"> <li>• Behaviour policy review</li> <li>• Reduction in exclusions and reduction in repeated exclusions</li> <li>• Narrow gap between disadvantaged and others nationally</li> </ul>	

SIP 2: To improve reading teaching and learning (see Subject Leader action plan)					
Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation
<b>To raise the outcomes in Reading</b>	<ol style="list-style-type: none"> <li>1. Reading policy adjusted and implemented</li> <li>2. Class timetables to be adjusted to reflect the high priority of teaching reading skills</li> <li>3. Reading interwoven into the wider curriculum (KS2)</li> <li>4. Federated home reading provision reviewed and new scheme implemented</li> </ol>	Aut  Spring Aut	English subject leads  CT TAs	<p>Consistent approach to reading</p> <p>Improved outcomes in Reading GLD; Reading at KS1 and Reading at KS2</p> <p>Narrow gap with national PP &amp; bottom 20% children reading more regularly; evidence of children catching up</p>	
<b>To embed high quality early reading teaching</b>	<ol style="list-style-type: none"> <li>1. Revisit phonics progression map for EYFS and Y1</li> <li>2. Ensure teachers specifically on bending (Fred Talk)</li> <li>3. Yr2 continued phonics from year 1 – support fluency and spelling</li> <li>4. Reading scheme to support T&amp;L of phonics</li> <li>5. Phonics training for all staff across the federation</li> <li>6. Phonic workshops for parents</li> </ol>	Aut     Spring	English Lead CT	<p>Improved outcomes in Reading GLD</p> <p>Yr2 children all begin yr3 having passed the screening check</p>	
<b>Improve parental engagement with home reading</b>	<ol style="list-style-type: none"> <li>1. Monitor home reading and timetable opportunities for 'catch up'</li> <li>2. Clear offer in place for children not being heard at home</li> <li>3. Workshops to develop parents' support</li> <li>4. 'Reading Sessions' in key areas to inspire parents</li> <li>5. Increase parent volunteer uptake</li> <li>6. Reading record stickers in reading diaries to support parent comments/questions</li> </ol>	Aut  Spring  Spring	English Lead CT	<p>Increased amount of children reading at home regularly</p> <p>Children read with greater fluency particularly those in the bottom 20%</p>	
<b>Autumn Milestones:</b> <ul style="list-style-type: none"> <li>• Consistent approach to reading</li> <li>• Reading scheme chosen and bought</li> <li>• Timetables reflect reading offer</li> <li>• Home readers going home and CT changing books weekly</li> <li>• Phonics training for all teaching staff</li> </ul>		<b>Spring Milestones:</b> <ul style="list-style-type: none"> <li>• Workshop for parents</li> <li>• Increased amount of children reading at home regularly</li> <li>• Promote reading volunteers</li> <li>• Monitor T&amp;L of phonics and impact of training</li> </ul>		<b>Summer Milestones:</b> <ul style="list-style-type: none"> <li>• Improved outcomes in Reading GLD; Reading at KS1 and Reading at KS2</li> <li>• Children read with greater fluency particularly those in the bottom 20%</li> </ul>	

<b>SIP 3: To improve the provision offered for SEND</b>					
<b>Priority</b>	<b>Action</b>	<b>Timeframe</b>	<b>Led by/who's involved?</b>	<b>Impact</b>	<b>Evaluation</b>
<b>Bottom 20% enabled to 'catch up'</b>	<ol style="list-style-type: none"> <li>All staff aware of the needs of the bottom 20% and strategies in place from PPM</li> <li>'Differentiation' CPD for all</li> <li>Appropriate interventions to support 'catch up'</li> <li>Look for link with PA – how is the timetable enabling chn to catch up?</li> </ol>	Aut – PPM SEND staff meetings Aut	FLT Inclusion Lead CT	Narrow gap between SEND and all through skilled teaching which modifies learning appropriately	
<b>Embed use of SEND folders</b>	<ol style="list-style-type: none"> <li>SEND monitoring plan in place and shared with staff</li> <li>Review and develop targets; ensuring more robust progress measures</li> <li>Staff owning SSPs</li> <li>Teachers aware of assessments and screening programmes to support use of in class</li> <li>Improve yearly transitions – plans for Aut1 completed in Summer 2</li> </ol>	Intro Aut and ongoing	Inclusion Lead CT	SEN pupils make strong progress from their start points  Targets and provision of plans matches classroom provision well	
<b>High quality interventions used in a timely way</b>	<ol style="list-style-type: none"> <li>Federation map of interventions – what? Where? Why? Impact?</li> <li>Teachers observe interventions to support children in class with them</li> <li>Monitor impact of interventions half termly</li> <li>Improve sharing of pastoral group work and impact</li> </ol>	Aut1  Spring  Half termly	Inclusion Lead	Interventions show acceleration of progress and narrowing of gaps in classwork	
<b>Impact of TAs supports accelerated progress of bottom 20%</b>	<ol style="list-style-type: none"> <li>TA CPD linked to teacher CPD</li> <li>Training on use of 'Green SEND files' and targets</li> <li>Skills audit to support CPD</li> <li>Coaching in class for TAs</li> <li>Behaviour management training</li> </ol>	Weekly briefings  Aut2	Inclusion Lead	Observations evidence that most TAs have a positive impact in each lesson for the bottom 20%	
<b>Autumn Milestones:</b>		<b>Spring Milestones:</b>		<b>Summer Milestones:</b>	
<ul style="list-style-type: none"> <li>PPM forms highlight bottom 20%</li> <li>Intervention map up and running</li> <li>SEND folders in place</li> <li>Monitor SEND folders</li> <li>Monitor provision in classes against EHCPs and SSPs</li> <li>Monitor and review interventions</li> <li>Assessments and screening programmes shared with teachers</li> <li>Coaching in class for TAs</li> <li>Introduce Behaviour Response Plans and support teachers in production</li> </ul>		<ul style="list-style-type: none"> <li>PPM – review bottom 20% progress</li> <li>Monitor SEND folders</li> <li>Monitor provision in classes against EHCPs and SSPs</li> <li>Interventions show acceleration of progress</li> <li>Differentiation CPD</li> <li>Target setting CPD</li> <li>Coaching in class for TAs</li> <li>TA CPD on Behaviour Management and Behaviour Response plans</li> <li>Monitor Behaviour Response Plans</li> </ul>		<ul style="list-style-type: none"> <li>PPM – review bottom 20% progress</li> <li>Monitor SEND folders</li> <li>Monitor provision in classes against EHCPs and SSPs</li> <li>Monitor and review interventions</li> <li>Coaching in class for TAs</li> <li>Monitor Behaviour Response Plans</li> <li>SSPs, Provision Maps and Interventions in place for Autumn Term 2020</li> </ul>	

<b>SIP 4: To improve attendance</b>					
<b>Priority</b>	<b>Action</b>	<b>Timeframe</b>	<b>Led by/who's involved?</b>	<b>Impact</b>	<b>Evaluation</b>
<b>To ensure robust systems in place to monitor attendance</b>	<ol style="list-style-type: none"> <li>Weekly attendance overview sent to EHT and Inclusion lead from this target key families for 1:1 meetings and attendance surgeries</li> <li>Office follow specific procedures when reporting absences or lates</li> <li>Information from SAW meetings populated for CT and added to PPM forms</li> </ol>	Aut term and ongoing	EHT and Inclusion Lead  Office	PA reduced and in line with national Higher % of children in school on time and ready for learning at the start of the day	
<b>To engage parents with attendance</b>	<ol style="list-style-type: none"> <li>Review parent meetings within school held for PA children</li> <li>Gate welcome plan to monitor key PA children</li> <li>Send out attendance week prior to Parents Evening</li> <li>Highlight class attendance in newsletter monthly and attendance newsletter every half a term</li> <li>Discussion with Kidscape to see if they can support school</li> </ol>	Aut term and ongoing	FLT	Improved awareness of parents of the importance of good attendance for progress in school School attendance 2% improved PA reduced by 2% with a focus on PP	
<b>To review rewards to encourage good attendance</b>	<ol style="list-style-type: none"> <li>Continue attendance Race reward 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup></li> <li>Review rewards for children with genuine attendance reasons</li> <li>Half termly rewards rather than termly rewards to raise profile</li> </ol>	Aut term and ongoing	FLT	School attendance 2% improved PA reduced by 2% with a focus on PP	
<b>To improve attendance of vulnerable groups</b>	<ol style="list-style-type: none"> <li>Weekly report specific to vulnerable groups, SEND, PPG, Social Care involvement</li> <li>Fortnightly welfare meetings between Inclusion Lead and PCWs to triangulate attendance concerns, minutes to rest of FLT</li> </ol>	Spr term and ongoing	Inclusion Lead  PCWs	Attendance of vulnerable groups improved  Strong relations with parents	
<b>Autumn Milestones:</b>		<b>Spring Milestones:</b>		<b>Summer Milestones:</b>	
<ul style="list-style-type: none"> <li>Weekly attendance overviews for EHT and Inclusion Lead in place</li> <li>PPM forms populated with PA information and CTs informed of actions and progress</li> <li>Attendance information to all parents/carers week prior to Parent Consultations</li> <li>Attendance Race in place and celebrated weekly in Celebration Assembly</li> </ul>		<ul style="list-style-type: none"> <li>Weekly attendance overviews for EHT and Inclusion Lead in place</li> <li>PPM forms populated with PA information and CTs informed of actions and progress</li> <li>Attendance information to all parents/carers week prior to Parent Consultations</li> <li>Attendance Race in place and celebrated weekly in Celebration Assembly</li> <li>Review attendance rewards</li> <li>Fortnightly welfare meetings in place</li> </ul>		<ul style="list-style-type: none"> <li>Weekly attendance overviews for EHT and Inclusion Lead in place</li> <li>PPM forms populated with PA information and CTs informed of actions and progress</li> <li>Attendance information to all parents/carers week prior to Parent Consultations</li> <li>School attendance 2% improved</li> <li>PA reduced by 2% with a focus on PP</li> </ul>	

2020-2021 Key actions

Priority	Action
<b>Maths – strategy progression map reviewed</b>	<ul style="list-style-type: none"><li>• Review maths planning and overviews</li></ul>
<b>Reading into writing (summer term to look for autumn)</b>	<ul style="list-style-type: none"><li>• Review writing MTP in summer term ready for teaching in autumn</li></ul>
<b>Middle leadership</b>	<ul style="list-style-type: none"><li>• Owning and leading knowledge from YrR to Yr6</li></ul>
<b>SRE – in line with new regulations</b>	<ul style="list-style-type: none"><li>• Ensure that plans are in line with government regulations</li><li>• Monitor statutory guidance</li></ul>