



## School Improvement Plan 2018-19

Our School Improvement plan has had a significant impact taking our school from 'requires Improvement' in 2009 to being consistently 'Good' with many aspects of school being 'Outstanding' in 2012. On 30<sup>th</sup> January 2018, our school was inspected by Ofsted under a Section 8 inspection. The outcome of this inspection was that our school continued to be 'Good' and we were recommended for a Section 5, as there was evidence that we should be assessed for Outstanding. Through rigorous school self-evaluation, analysis and consultation, we have continued to work positively and tirelessly for our pupils to ensure all aspects of our school are 'Outstanding'. This School Improvement Plan builds on previous improvements to further develop the effectiveness of our school for our pupils.

This year's 4 lead areas are:

### **Well Being Target:**

**To prioritise and focus on the health and well-being of our entire school community.**

### **Teaching and Learning Target:**

**To enrich the outdoor learning environment across school to further develop the knowledge and health and wellbeing of our children.**

### **Leadership and Management Target:**

**Working together with parents and carers, opportunities are explored for pupils including disadvantaged to develop their learning through a broader range of 'real-life experiences'**

### **Achievement Target:**

- To use cohort specific targets to close the attainment gap and eliminate under-achievement (against personal targets) across the ability range. (Achievement)**

### **Maths:**

- To ensure that the progress and attainment of middle-ability pupils are further developed by fully embedding the new system of teaching in mathematics**

- throughout key stages 1 and 2.
- To ensure achievement in maths is at least equal to or exceeds that of reading and writing.
- To value the importance of mathematical language and display throughout all areas of school.

**Well Being, Behaviour and Safety**

**Teaching and Learning**

**Achievement**

**Leadership and Management**

**Target:**  
**Working together with parents and carers, opportunities are explored for pupils including disadvantaged to develop their learning through a broader range of 'real-life experiences'**

Target	Input, activities and tasks	Timescale	Resources including time	Monitoring	Success criteria
Working together with parents and carers, opportunities are explored for disadvantaged pupils to develop their learning through a broader range of 'real-life experiences'.	*PPG strategy statement and analysis *Aspirations event for year 5 and 6 *Parent working group to explore the barriers to learning and plan experiences to ensure aspirations *University visit and tours *Research project to show how the lack of aspirations can have long term damaging effects on education * ensure that opportunities are sought in each year group to give children a wide	Easter 18 to Easter 19		JL, NJ, LB, TC	Evidence of a broad range of real life experience is clear and delivered within each year group overview. Pupil SLT input shows range is relevant to the pupils at this time period of time in history. Aspirations for life long learning are evident from pupils and parents. Full participation of 10 things to do before.....

	<b>range of opportunities</b> I.e. speaking and listening, real life *10 things before year 6, 5, 4, 3, 2, 1 * set up library to run as a real library				
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Evaluation:

**Actions:**

**Whole Class trips- Learning Journey Entitlement**

- Panto trip for whole school
- Yr 1, 2, 6 Williamson's park trip (various focuses)
- Yr 1 Blackpool zoo
- Yr 2 Beatrix Potter World
- Yr 2 Sir Richard Owen tour of Lancaster
- Yr 2 and 6 Museum of Science and Industry
- Yr 3, Y6 Geography field trips - River Lune, Crook of Lune, Morecambe
- Yr 3 Farmer Parrs
- Yr 3 Stone age- Iron age workshop
- Yr 4 Leighton Moss RSPB
- Yr 4 Viking Day in school
- Yr 4 Science sessions at Ripley High School
- Yr 5 Terracotta army, Liverpool museum
- Yr 5 Science and Drama event with Lancaster University
- Reception trip to Butterly house- Williamson's park

**Targeted Trips:**

- Yr 6 Central Dance Show
- Yr 6 Ice Skating and Singing Workshops
- Yr 6 Young Voices
- School Council trip to London for Pupil's Parliament

- Author visit at Quernmore (selected children)
- We are Reading Festival
- Choir and Last Choir Standing
- Various trips for PPG children have been put in place to widen their experiences:-
- Various years- Inclusion sport activities
- Yr 3 and 4 PPG Peter Pan trip at The Dukes
- Yr 4 trip to Play in The Park
- Yr 4 Fit or life and lunch including food education
- Yr 4 Warton Cragg
- Yr 6 Minecraft day

**In School Experiences:**

- Links with the Morecambe Foodbank and assembly
- Harvest Festivals
- Andy Riley author visit all years
- Free music lessons
- Reception Owl man
- Fire talk for Rec, Y2 and Y6
- Lizzy Collins visit to Yr6 for local politics
- Squiggle While You Wiggle programme in school- EYFS
- Author visits
- Diddy dance
- Lego robotics
- Spring crafts
- Spooky crafts
- Back to nature
- Fun with maths
- Science spectacular
- Music Celebrations assembly
- Sports Award Evening
- Lancaster University Maths Challenge for more Able
- Yr 1 Spanish day

- Yr 2 Brazil Day
- Y2 Colour Day
- Yr 5 and 6 Aspiration morning
- Yr 5 Greek day
- Chinese consortium visit for Chinese cultural year
- Workshops for parents ran by Lancaster and Morecambe College
- Closing the Word Gap workshop for school.
- Present rooms for children
- Visit from Santa
- Discos
- Affordable family activities:-
- Spooky Bingo
- Easter Bingo
- Valentine's Disco
- Christmas Quiz
- Christmas Dinner and parties
- Reception and Nursery- Brockholes Christmas Trip
- Pudsey the Bear Visit
- Children in Need Danceathon
- Year 6 Laura Sandham School of Dance workshops
- Year 6 Tea Dance with parents
- World Book Day
- Reading assemblies for parents to read with their children.
  
- We have developed the library to ensure that children get a true experience of the joy of books and reading.
  
- We have also developed links with local schools and projects such as:-
- The Knotted project
- Light up Lancaster
- Lancaster Arts Trail
- The Dukes- choral speaking and plays (play in the park, Aladdin)

- Archeology talk
- In addition to the vast array of experiences our PPG children have taken part in, we have also helped support disadvantaged families in other ways. Such as:-
  - Transition support to high school to give our children the best possible start to the next stage of their education.
  - Signposting families to local community events
  - Foodbank referrals.
  - Giving lunch and dinner vouchers
  - Starting an ASC Casual club for children to access
  - Extended services setting up extracurricular opportunities such as fencing and steel pans
  - Helping support children to go to France by providing financial support.
  - Buying clothing and hoodies
- Impact- see PPG statement  
And analysis

<b>Target: To prioritise and focus on the health and well-being of our entire school community.</b>					
Target	Actions to ensure target met	Timescale- action to be achieved by:	Resources	Monitoring	Success criteria leading to impact
For children to be active for a longer period of time throughout the day.	<b>Lunchtime active clubs</b> Focus on Play leaders games and skills Wake up shake up Brain and body break Look into all-weather terrain			Baseline children to monitor a week of physical activity. Use of pedometers in classes. Pupil feedback	Children's daily physical activity increases.
To include all groups of children in extracurricular	Walk to schoolweek- pedometers in class (sports relief) Field events- play out with			Analysis of Extracurricular registers for inclusion of groups	Improved attendance and increased uptake of all groups in fitness clubs. Increased opportunities for

<p>activities and through wider range of opportunities.</p>	<p>parents Daily opening of running track Change for Life morning sessions Pay for different year groups to access other sports across the curriculum Train and engage wider school staff in the delivery of school sport and physical activity. Have active links with at least five local community and pathways sport/physical activity and leisure providers Staff on house teams and taking part in competitions. Set up links with 'Friends of groups Health Heroes/ Change for Life on food Sleeping focus- parental engagement/ community challenge Intraform competitions More active learning in lessons Regular visits to the Park to play. Building dens outside- Wellbeing Friday</p>			<p>of children. Questionnaire for clubs that children would like- Sports Council</p> <p>Analysis of curriculum overview for wide range of sports</p> <p>Analysis of activity outside school of parents and children</p>	<p>varied sports.</p> <p>More children taking part in afterschool activities.</p> <p>Children playing out with their friends and getting to know people in their local community.</p> <p>Children to achieve nearly 60 minutes intense activity daily.</p>
<p>To encourage an active life outside of school.</p>	<p>Set up links with 'Friends of groups Health Heroes/ Change for Life on food Sleeping focus- parental engagement/ community challenge Intraform competitions More active learning in lessons Regular visits to the Park to play. Building dens outside- Wellbeing Friday</p>				<p>Children playing out with their friends and getting to know people in their local community.</p> <p>Children to achieve nearly 60 minutes intense activity daily.</p>
<p>To help develop fine motor skill and dexterity.</p>	<p>More of a drawing and colouring focus and hand manipulation skills in the daily timetable. Wiggle While You Squiggle scheme</p>				<p>Increased activity of parents.</p>
<p>To ensure pupils develop their own competition and active</p>	<p>Develop competitions throughout school for all pupils to compete.</p>			<p>Pupil Council minutes and actions.</p>	<p>Pupil involvement in whole school sports initiatives.</p>

life schedule.					
Evaluation/ Impact	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• The play leaders are now working throughout playtime and lunchtime to ensure focused physical exercise throughout school. Year 5 have now had their training and a hand over from year six to year five will start next term.</li> <li>• Playleaders have clothes to wear so that they stand out and a designated member of staff helps plans the weekly activities with the children to ensure a wide variety of sports coverage at playtimes.</li> <li>• Staff are adding brain and body breaks to their daytime timetables and many are starting with a wake up shake up at the beginning of the day and and after lunch. The whole school wake up shake up is launched in assembly on a Monday. Children have five minutes of aerobic exercise at the end of playtime, whilst the playleaders put away equipment.</li> <li>• The MUGA for the school field has been finalised and there are plans to start the build of this soon.</li> <li>• Children had a walking week as part of the sports relief campaign. This involved each year group using pedometers to count how many steps they did in a day and trying to improve on this. The general activity of the school that week was higher than at other periods.</li> <li>• Staff training has taken place on the importance of physical activity.</li> <li>• Staff have been on various training days to ensure updated curriculum and key skills are understood.</li> <li>• All staff are now on house teams and staff come to school in the sports colours and same PE kit as children to role model the importance of PE. Staff also take part in the mile run on their sports days.</li> <li>• The sports curriculum overview has been adapted to ensure phases are working on similar aspects of sport to allow for cross phase work when necessary.</li> <li>• Reception and across school there is a focus on fine and gross motor skills through provision. BEAM assessments are completed and the standard of fundamental movement skills assessments has meant that some of the year 2 Sports curriculum has been started in year 1.</li> <li>• Wiggle While You Squiggle is now in place in Reception.</li> <li>• Intraform tournaments took place at the end of Autumn 1 and these tournaments enabled children to apply their skills in a competitive setting. The pupils really enjoyed competing in this way and feedback from staff and pupils was that it was helpful to have an end outcome that helped them to understand why they are learning what they are learning. All pupils noticeably improved throughout the competition.</li> <li>• MUGA has been completed and timetabled.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Children's daily physical activity has increased.</li> <li>• Improved attendance and increased uptake of all groups in fitness clubs.</li> <li>• Increased opportunities for varied sports.</li> </ul>				

- More children are taking part in afterschool activities.
- Children to achieve nearly 60 mins intense activity daily.
- Pupil involvement in whole school sports initiatives has increased.
- Achieved School Games Gold Award
- Through to Lancashire finals for girls football
- First in local athletics league
- Second and first in year 3/4 netball tournament
- Second in year 5/6 football tournament
- Qualified for district final for girls football
- First in Local schools Girls Football Tournament
- Third in Lancaster and Morecamber Swimming Tournament
- Second in Lancaster Athletics Tournament
- Won School of the Year Sports award

NB: Due to the cost of the MUGA, the use of specialist coaches with PE funding will be carried over to next year.

**Target:**

**To enrich the outdoor learning environment across school to further develop the knowledge and health and wellbeing of our children.**

Target	Input, activities and tasks	Timescale	Resources including time	Monitoring	Success criteria
To develop the outdoor provision across school.	<ul style="list-style-type: none"> <li>• Audit current outdoor provision and how it is used across school.</li> <li>• Create an action plan to improve the use of the school forest, including the creation of a fire pit.</li> <li>• Carry out staff and child questionnaire re: current use and views about the outdoors.</li> </ul>	<p>April</p> <p>Summer Term</p> <p>April</p>	<p>KI/LD/JG Eco council</p> <p>KI/LD/JG/ RS Eco council</p> <p>KI/LD/JG Eco council</p>		<p>The outdoor environment is developed and valued.</p> <p>Children have a greater understanding of the natural world.</p>
To develop children's awareness of the natural	<ul style="list-style-type: none"> <li>• Whole school to plant bulbs on the school</li> </ul>	<p>Summer Term</p>	<p>KI/LD/JG Eco council</p>		



<p>To achieve the Green Flag Award for school through the eco council.</p>			<p>K/LD/JG/ NJ</p> <p>K/ EYFS team</p>		
<p>Progress/Evaluation</p>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Audits have taken place in the summer term re: current outdoor provision and how it is used across school. There is already many fantastic resources to support outdoor learning. The aim is to further build on these.</li> <li>• An action plan was then put together to further improve the use of the school grounds, including a focus on areas outside of the school boundaries e.g. forest area and area at the front of school.</li> <li>• The Eco council have started to create zones and information around school for children to be able to identify and learn about plants and animals e.g. trim trail area- mini-beast boxes, information books. These resources can be accessed by the children at break and lunch times as being used well as an educational resouces during lessons.</li> <li>• A grant has been applied for in order to help create a multi-use relaxing outdoor space at the front of school where children and staff from all years can sit and read stories, carry out PSED and science related activities etc. This includes two sets of story telling chairs with eco friendly benches that can cater for a class of up to 30 children. A sensory garden with plants and flowers will also be created including a set of plum trees and a mixed species hedge to encourage wildlife. The grant also includes the creation of seating areas, with planters at the main entrance to school.</li> <li>• Areas around the school grounds continue to be developed with the creation of a water feature near the main school playground. We have plans to create a seating area around this. The forest area continues to be developed with the creation of a fire pit area. The trim trail now has a covered shed seating area for children to sit in as well as log piles to support minibeast investigations.</li> <li>• Visits and visitors continue to be planned to enhance and support topics e.g. Nursery visitor to show the children two live owls, Reception Class Autumn walk to Greaves Park, Year 1 Mini-beast hunt around Williamson's Park and a trip to the Butterfly House, Year 3 study of local rivers with trips to the river Lune &amp; Crooke o' Lune to carry out investigations on rocks and soils including watercolour paintings of rivers &amp; Year 4 Geography field trip to Warton Cragg.</li> <li>• The Eco Council will be taking part in a litter pick on 10.12.18 around Greaves in collaboration with Lancaster City Council.</li> <li>• We have plans in the Spring term to run a school based outdoor Back to Nature experience for our younger</li> </ul>				

children within EYFS delivered through 'Wellie Wednesdays', and also to also include parents.

**Impact**

- Staff and child questionnaires were also carried out in the Summer and Autumn term with regards to the current use and views about the outdoors. Staff enjoy using the outdoors to enhance learning but felt that they needed to make even more use of this resource across a variety of subjects. Children reported that they enjoy being outdoors and especially like activities that take place within the school forest. They felt that they had a choice of, and use of, the outdoors to support their learning.
- Links with Lancaster University Eco Hub continue with a recent collaboration to look into the possibility of keeping bees in the school grounds at Bowerham.
- Children across school take part in regular outdoor experiences within the school forest and garden areas, this includes activities being delivered during Fab Fridays; e.g. outdoor art.
- Children have had the opportunity to take part in several outdoor clubs that celebrate the great outdoors; e.g. wildlife and gardening club and a bird watching and mini-beast club for children across KS1 and 2.
- The Adult College successfully ran a 'Back to Nature' course for Reception Class and Year 1 parents and children. Due to it's popularity this course will be offered and built upon during the Summer term.
- School has been awarded with Green Flag Status

**Target:**

- To ensure that the progress and attainment of middle-ability pupils are further developed by fully embedding the new system of teaching in mathematics throughout key stages 1 and 2.
- To ensure achievement in maths is at least equal to, or exceeds that of, reading and writing.
- To value the importance of mathematical language and display throughout all areas of school.

Target	Input, activities and tasks	Timescale	Resources including time	Monitoring	Success criteria
To ensure that the progress and attainment of middle-ability pupils are further developed by fully embedding the new system of teaching in mathematics throughout key stages 1 and 2	Continue to embed the 'choice and challenge' curriculum to ensure that all pupils, including the middle-ability group, receive challenge at a high level in mathematics – with support on growth mind-set for progressing with a 'can't solve it yet' attitude.	Ongoing each term		VC, KH & CL	All children are working at levels that appropriately challenge their ability – children see attempting to solve mathematical problems as part of their progression and continue to apply different approaches until successful.  Barriers to progression and achievement

	<p>Provide workshops to engage in family maths activities (including problem solving real-life maths) for those pupils where confidence is low a barrier to achievement</p> <p>Further, strengthen Teaching staff knowledge and understanding including identifying and correcting misconceptions</p>	<p>Summer 1</p> <p>Summer 2</p>			<p>are removed – children of all abilities make significant progress with family support.</p> <p>All staff are confident in supporting all ability children to make progress.</p>
<p>To ensure achievement in maths is at least equal to or exceeds that of reading and writing</p>	<p>Repeat whole school focus on 'Number' Strand for Autumn term to embed rapid recall of number skills in each new year group before applying in real life problem solving and mastery level with further depth</p> <p>Further monitor the delivery and impact of the newly edited and developed CLIC BIG Maths challenges including SAFE (shape, Area, Fraction and Explaining Data) challenges throughout KS1 &amp; KS2 – ensuring all pupils are progressing as well as possible.</p> <p>Ensure staff plan in real-life, open ended tasks on a regular basis, and continue to exploit cross-curricular opportunities, including developing</p>	<p>Autumn 1 &amp; 2</p> <p>Ongoing each term</p> <p>Every half-term</p>		<p>All staff – plans monitored by VC, KH &amp; CL</p> <p>All staff – plans monitored by VC, KH &amp; CL</p>	<p>All children start new academic year with embedded number skills to best allow them to apply for problem solving.</p> <p>Children can solve a range of mathematical problems under more formal timed conditions and apply mastery to various challenges.</p> <p>All children have opportunities to apply their mathematical solving skills to a range of real-life activities and challenges, including developing their growth mind-set skills.</p> <p>All children are confident in applying a range of different techniques to solve various mathematical challenges using a range of different strategies and building their resilience.</p>

	<p>investigations and problem solving activities; with emphasis on practical work, matched to cross curricular learning which develop thinking skills and using and applying maths skills</p> <p>Teachers explicitly teach methods to solve problems, scaffolding tasks linked to real life activities. Ongoing problem solving activities in ALL areas not just at the end of units of work.</p>	Ongoing termly			
To value the importance of mathematical language and display throughout all areas of school.	<p>Identify all appropriate areas around the school environment to ensure mathematics is represented with high impact graphics and mathematical language.</p> <p>Continue to ensure that working walls support the learning of all ability pupils and encourage growth mind-set</p> <p>Ensure all ability pupils have access to concrete resources to promote fluency and develop problem solving and reasoning.</p> <p>Ensure Bar-model is represented in every classroom with consistent progression from concrete</p>	<p>Summer 1</p> <p>Ongoing termly</p> <p>Ongoing termly</p> <p>Ongoing termly</p>		VC, KH & CL	<p>Maths and mathematical language maintains a highly visual and impactful presence across all areas of school – promoting the importance of maths in all years so children value mathematics.</p> <p>Children are secure in using a range of different approaches and understand the value of further developing their skills.</p> <p>All children are confident in using a range of concrete resources to solve challenges and activities.</p>

	resources– to visual resources – to conceptual.				
Progress/Evaluation See summer data report	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Continued focus on number through Autumn Term</li> <li>• Re-introduction of CLIC BIG Maths Challenges (re-edited and developed for the National Curriculum) alongside the introduction of the new SAFE challenges</li> <li>• Staff have undertaken a number of training sessions in Autumn term to support the SIP for numeracy, including how to access and set homework via the MyMaths online learning tool and app.</li> <li>• MyMaths has been implemented at home and in school.</li> <li>• “Hands-on” maths learning resources are available for concrete support in all maths sessions with all abilities</li> <li>• Staff plan in real-life, open ended tasks on a regular basis, and continue to exploit cross-curricular opportunities, including developing investigations and problem solving activities; with emphasis on practical work, matched to cross curricular learning which develop thinking skills and using and applying maths skills</li> <li>• Maths planning has been adapted to ensure that all children have access to reasoning and ‘same but different’ techniques</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• The attainment in Maths across the school is now either equal to or exceeds the attainment of Reading and Writing in all years groups apart from year 3 where the different between Reading and Maths is 2%. (See summer data report for this).</li> <li>• The use of choice and challenge in now embedded into the Maths curriculum in KS2 and planning has been developed to ensure that children of all abilities have the opportunities for skills to be applied in different ways including reasoning style questions. Children are encouraged and take ownership of their learning and are developing a good understanding of this to reflect on the challenges they have completed to give them their next steps in learning whether this is to move onto to another challenge or seek adult support in a workshop.</li> <li>• Staff met in the Summer term to discuss progress in Maths and work in Maths books, this was a positive meeting and staff discussed their own subject knowledge needs. There was nothing highlighted for staff development at this time.</li> <li>• Children are able to apply these skills when completing their CLIC weekly and pupil feedback from the Summer term found that children enjoy the timed element and felt they were more confident and able in number skill application. (See monitoring documents)</li> <li>• The delivery of CLIC was monitored and child feedback taken into account to look for next steps in the planning</li> </ul>				

of weekly CLIC sessions. It was found that children wanted to take ownership in these sessions and trackers were developed to help children understand the gaps in their learning. More CLIC challenges were being used than SAFE and staff have agreed to alternate the use of these and include Beat That tests too to give the children a range of ways to apply their learning.

- Real life Maths is taking place in most year groups across the school however this is still to be developed to ensure all staff plan for real life Maths half termly. This is also to be added to the yearly overviews to be shared with parents.
- Our school environment is now rich with Maths language and displays. After monitoring the amount of Maths around school we found that many displays were Literacy based and asked for this to be a balance between Literacy and Maths. Working alongside staff, there are now language rich and effective use of working walls in all classrooms and Maths displays in all areas of school including shared areas and corridors.
- The working walls are relevant to topics being taught and are being used as a tool to support children in their learning. Each classroom now has a set of Maths resources available at all times and children are able to choose appropriate resources to help them solve problems and complete their work. The use of bar model is seen in every classroom and applied to topics when appropriate in different year groups. This strategy is being used from year 1-6 effectively and as another method to support children in their Mathematical thinking.
- Participation in the Maths Hub.