



Livingstone Road Primary Federation

Together We Can
Learn Laugh Dream Grow

School Development Plan 2020/21

Livingstone Road Primary Federation consists of **Livingstone Road Infant School** (Sylvan - Ofsted rating 'Good') and **Livingstone Road Junior** (Branksome Heath - Ofsted rating 'Requires Improvement'). Livingstone Road Junior School is sponsored by Hamwic Trust; Livingstone Road Infant School 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 core; enabling our children to 'learn, laugh, dream, grow!'

| SDP 1: To improve attendance | | | | | |
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| Priority | Action | Timeframe | Led by/who's involved? | Impact | Evaluation |
| To embed and review systems in place to monitor attendance | <ol style="list-style-type: none"> Weekly attendance overview sent to EHT and Inclusion lead from this target key families for 1:1 meetings and attendance surgeries Office follow specific procedures when reporting absences or lates Information relating to attendance concerns, levels reached and actions taken, passed to CT CT to monitor attendance weekly and share updates with children setting the challenge to win the weekly attendance race and at minimum always exceed 95% attendance | 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 | |
| To engage parents with attendance | <ol style="list-style-type: none"> Review parent meetings within school held for PA children Gate welcome plan to monitor key PA children Send out attendance week prior to Parents Evening Highlight class attendance in newsletter monthly and attendance newsletter every half a term Discussion with Kidscape to see if they can support school | 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 | |
| To review rewards to encourage good attendance | <ol style="list-style-type: none"> Continue attendance Race reward 1st, 2nd and 3rd Review rewards for children with genuine attendance reasons Half termly rewards rather than termly rewards to raise profile | Aut term and ongoing | FLT | School attendance 2% improved PA reduced by 2% with a focus on PP | |
| To improve attendance of vulnerable groups | <ol style="list-style-type: none"> Weekly report specific to vulnerable groups, SEND, PPG, Social Care involvement Fortnightly welfare meetings between Inclusion Lead and PCWs to triangulate attendance concerns, minutes to rest of FLT Attendance policy reviewed to reflect whole school approach Develop TA role to include PA groups | Aut term and ongoing | Inclusion Lead PCWs EHT TAs | Attendance of vulnerable groups improved Strong relations with parents | |
| Autumn Milestones: | | Spring Milestones: | | Summer Milestones: | |
| <ul style="list-style-type: none"> Weekly attendance overviews for EHT and Inclusion Lead in place PPM forms populated with PA information and CTs informed of actions and progress | | <ul style="list-style-type: none"> Weekly attendance overviews for EHT and Inclusion Lead in place PPM forms populated with PA information and CTs informed of actions and progress | | <ul style="list-style-type: none"> Weekly attendance overviews for EHT and Inclusion Lead in place PPM forms populated with PA information and CTs informed of actions and progress | |

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| <ul style="list-style-type: none"> • Attendance information to all parents/carers week prior to Parent Consultations • Attendance Race in place and celebrated weekly in Celebration Assembly • PCW weekly meetings for Autumn term with AHT (SR) • Changes made for the start of term relating to necessary schools due to reduced level of support from BCP (no SAW) • SR to inform office staff monitoring attendance daily of changes and why by the start of term • PA group led by TA up and running to monitor impact • Review attendance awards | <ul style="list-style-type: none"> • Attendance information to all parents/carers week prior to Parent Consultations • Attendance Race in place and celebrated weekly in Celebration Assembly • Fortnightly PCW meetings in place with AHT (SR) • INSET – attendance focus. Roll out whole school approach including TA group | <ul style="list-style-type: none"> • Attendance information to all parents/carers week prior to Parent Consultations • School attendance 2% improved on 2018-19 data (last full school year for attendance) • PA reduced by 2% with a focus on PP on 2018-19 data (last full school year for attendance) • Monitor impact of TA groups across the school |
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| SDP 2: To improve quality of teaching and learning | | | | | |
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| Priority | Action | Time frame | Led by/who's involved? | Impact | Evaluation |
| To ensure leadership structure can effectively develop teaching and learning from YrR to Yr6 | <ol style="list-style-type: none"> 1. Key member of SLT leading improvement in T&L and coaching RI practice to good 2. EHT review the impact of middle leadership and consider what will be most effective to drive standards 3. Year Leads held to account to continue to ensure standards are broadly in line with National 4. To continue to develop subject leader roles through prioritising key actions | Aut | SLT; SBM Support from HR | All leaders clear about their roles and responsibilities and drive standards demonstrated in pupils' books, data and pupil conferencing Subject Leadership/Year Lead action plans in place linked to SDP e.g. PSHE new SRE expectations; EYFS early adopters; Maths progression maps reviewed | |
| To ensure the full curriculum is carefully sequenced and builds over all yr groups | <ol style="list-style-type: none"> 1. Subject Leaders evaluate curriculum alongside year teams (Intent, Implement, Impact) 2. Subject Leaders monitor of broader curriculum through book looks and pupil interviews 3. Further staff CPD to secure leaders' understanding of their role 4. Review weekly planning format to have consistent approach across federation 5. Govs continue to develop awareness of broader curriculum | Ongoing | FLT Governors Subject Leaders | Children's know more and remember more about each subject Subject Leaders able to talk about their subject and rationale behind the planning Children able to articulate learnt skills & knowledge Books evidence knowledge and skills taught for a unit Relevant and specific LOs on weekly plans | |
| To ensure curriculum supports 'catch up' | <ol style="list-style-type: none"> 1. Subject Leads have adapted MTPs to included lost learning due to school closure 2. Plans monitored and reviewed to ensure children 'catch up' 3. Planned interventions/small group teaching to support the 'catch up' of key children across the school | Summer term Termly Half termly | DHT | Data shows children back on track to meet at least ARE at the end of year – broadly in line with national Books evidence pace and movement into current year LOs | |
| To partake 'Early Adopters' in EYFS | <ol style="list-style-type: none"> 1. EYFS Lead to partake in Hamwic and LA CPD to support implementation 2. EYFS Lead to support development of environment and curriculum to ensure evidence gathering meets new early adopters 3. Baseline completed and drives the priorities for the year ahead | Summer and Aut Autumn term Aut1 | Hamwic EYFS Lead | Baseline driving priorities for the year and key children to accelerate Early Adopters curriculum in place ready for statutory completion in 2021-22 | |

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| | 4. Monitoring of evidence across the year group | Half termly | | | |
| Strengthen 'behaviour for learning' | <ol style="list-style-type: none"> 1. Embed learning powers 2. Planning incorporates practical activities 3. Task design is differentiated to enable all to have access 4. Curriculum resourced appropriately to ensure 'all' children can access curriculum 5. Children consistently 'uplevelling' their work | Half term monitoring | FLT Subject Leads CT | <p>Lesson observations and books show all groups of children able to access curriculum and demonstrate knowledge learned effectively</p> <p>Evidence of 'purple polishing' impacting on improving quality of work produced</p> <p>Children in lesson settle to work quickly and show urgency in learning</p> | |
| Autumn Milestones: <ul style="list-style-type: none"> • Developing the role of Year Leads • Personalised Individual Action Plans in place for key members of staff • Data input every half term and leading CPD and priorities for half term • Curriculum reviewed and updated for spring term • Catch up support in place • Early Adopters baseline completed and key area for development highlighted • Learning powers revisited • Work scrutiny focusing on children's 'behaviour for learning' | | Spring Milestones: <ul style="list-style-type: none"> • 100% consistently good or better T&L across the federation • Curriculum showing more movement towards current year group objectives • Review marking policy and impact on pupil progress • Early Adopters embedded | | Summer Milestones: <ul style="list-style-type: none"> • Continue 100% consistently good or better T&L across the federation • Data broadly in line with National | |

| SDP 3: To improve the provision offered for Vulnerable Pupils | | | | | |
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| Priority | Action | Timeframe | Led by/who's involved? | Impact | Evaluation |
| Bottom 20% pupils enabled to 'catch up' | <ol style="list-style-type: none"> All staff aware of the needs of the bottom 20% and strategies in place from PPM 'Differentiation' support for all teachers Appropriate interventions to support 'catch up' Look for link with PA – how is the timetable enabling chn to catch up? | Aut – PPM SEND staff meetings Aut | FLT Inclusion Lead CT | Narrow gap between SEND and all through skilled teaching which modifies learning appropriately | |
| To improve outcomes of PP children | <ol style="list-style-type: none"> Teachers and TAs know the strengths and barriers for their PP children PP progress monitored through PPM leading to interventions targeting catch up of key PP children (including those who should be GDS) Review impact of the 'wider offer' for PP children e.g. music T&L; visit opportunities; cultural development Ensure a strong reading offer for PP children not heard at home | | FLT Inclusion Lead CT | <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> | |
| Embed use of SEND folders | <ol style="list-style-type: none"> SEND monitoring plan in place and shared with staff as part of whole school monitoring plan Review and develop targets; ensuring robust progress measures Staff owning SSPs - consult with staff on design of SSPs Teachers aware of assessments and screening programmes to support use of in class Improve yearly transitions – plans for Aut1 completed in Summer 2 Update school provision maps | Intro Aut and ongoing | Inclusion Lead CT | <p>SEN pupils make strong progress from their start points</p> <p>Targets and provision of plans matches classroom provision well</p> | |
| High quality interventions used in a timely way | <ol style="list-style-type: none"> Federation map of interventions – what? Where? Why? Impact? AHT ensure Pastoral Interventions required post COVID-19 in place for vulnerable pupils including SEND Teachers observe interventions to support children in class with them Monitor impact of interventions half termly Improve sharing of pastoral group work and impact | Aut1 Spring Summer Half termly | Inclusion Lead | Interventions show acceleration of progress and narrowing of gaps in classwork | |
| Impact of TAs supports accelerated progress of vulnerable pupils | <ol style="list-style-type: none"> TA CPD linked to teacher CPD Training on use of 'Green SEND files' and targets Review of online CPD completed, questionnaire to TAs for possible further input/clarification – questions raised Coaching in class for TAs Behaviour Response Plan training | Weekly TA Meetings Autumn Spring Summer | Inclusion Lead | Observations evidence that most TAs have a positive impact in each lesson for the bottom 20% | |

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| | 6. SpLD (dyslexia) training | | | | |
| To support key pupils with learning behaviours | <ol style="list-style-type: none"> 1. Evaluate effectiveness of behavior plans (IBPs) 2. Review reintegration plan and meetings 3. Consistent system (Bromcom) to log red cards and monitored by FLT | Aut1 | FLT Inclusion Lead CT | <p>Reduction in exclusions and reduction in repeated exclusions of vulnerable pupils</p> <p>Staff and children using consistent language regarding behaviour</p> | |
| Autumn Milestones: <ul style="list-style-type: none"> • Review of all SEND pupil needs post COVID-19, starting with EHCP children including Pastoral support • PPM forms highlight bottom 20% • Intervention map up and running • SEND folders in place from Summer 2 • Monitor SEND folders • Monitor provision in classes against EHCPs and SSPs • Monitor and review interventions • Monitor Behaviour Response Plans • Map of assessments and screening programmes available shared with teachers • Coaching in class for TAs • Questionnaire to TAs reviewing online CPD completed during COVID-19 school closures • Behaviour Response Plan CPD for TAs • Target setting CPD/support to teachers for SSPs (SB) | | Spring Milestones: <ul style="list-style-type: none"> • PPM – review bottom 20% progress • Monitor SEND folders • Monitor provision in classes against EHCPs and SSPs • Interventions show acceleration of progress • Target setting support SSPs • Coaching in class for TAs • Monitor Behaviour Response Plans • Consult with staff on design of SSPs • SpLD (dyslexia) training whole staff | | Summer Milestones: <ul style="list-style-type: none"> • PPM – review bottom 20% progress • Monitor SEND folders • Monitor provision in classes against EHCPs and SSPs • Monitor and review interventions • Coaching in class for TAs • Monitor Behaviour Response Plans • SSPs, Provision Maps and Interventions in place for Autumn Term 2021 | |

| SDP 4: To continue and embed improvement in reading teaching and learning (see Subject Leader action plan) | | | | | |
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| Priority | Action | Time frame | Led by/who's involved? | Impact | Evaluation |
| To continue to raise the outcomes in Reading | <ol style="list-style-type: none"> 1. Reading policy regularly monitored and support offered where needed 2. Class timetables continue to reflect the high priority of teaching reading skills 3. Reading interwoven into the broader curriculum 4. Continue to explicitly teach reading skills through explicit comprehension lessons with an exposure to a range of texts 5. Federated home reading provision monitored | <p>Aut</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> | <p>English subject leads</p> <p>CT</p> <p>TAs</p> | <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 & bottom 20% children reading more regularly; evidence of children catching up</p> | |
| To embed high quality early reading teaching | <ol style="list-style-type: none"> 1. Rigorous monitoring of the planned approach to T&L of phonics in EYFS with key milestones to evaluate against 2. Blending to be taught by the end of Autumn 1 3. Yr2 continue phonics from year 1 – support fluency and spelling 4. Read, Write Inc consistently being used in the Infants and T&L is at least good 5. Where children are not making expected progress with their phonics, provision for catch up is made. | <p>Termly</p> <p>Aut</p> <p>Aut</p> <p>Ongoing</p> <p>Aut</p> <p>Spring</p> | <p>English Lead</p> <p>CT</p> | <p>Improved outcomes in Reading GLD</p> <p>Yr2 children catch up and meet their Summer 2020 targets.</p> <p>Yr3 – those who did not pass phonics screening catch up</p> | |
| To review 'reading into writing planning' | <ol style="list-style-type: none"> 1. Mighty writers being consistently used across EYFS 2. Monitor and review 'reading into writing' journey in English books 3. From monitoring, support key year groups with planning 4. Update and review English MTPs in KS1 and EYFS | <p>Ongoing</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> | <p>English subject leads</p> <p>CT</p> <p>Hamwic support</p> | <p>Early sentence building and story telling developed to support GLD</p> <p>Medium term planning is consistently good with a learning journey which supports good writing progress.</p> | |
| Improve community engagement with home reading | <ol style="list-style-type: none"> 1. Continue to monitor home reading and timetable opportunities for 'catch up' 2. Develop ways to support and inspire parents with early reading. 3. Increase parent/ reading volunteer uptake | <p>Aut</p> <p>Aut/ Spring Spring/S ummer</p> | <p>English Lead</p> <p>CT</p> | <p>Increased amount of children reading at home regularly</p> <p>Children read with greater fluency particularly those in the bottom 20%</p> | |
| Autumn Milestones: Reading policy practice checked in Autumn 1 and Autumn 2 Timetables monitored by JC/CR for reading provision. | | Spring Milestones: Year 2 move to comprehension T&L - new planning and materials introduced to mirror Y3 provision Reading policy practice checked in Spring 1 and Spring 2 Timetables monitored by JC/CR for reading provision. | | Summer Milestones: Skills based reading planning for every year group in place and has been evaluated Reading policy practice checked in Summer 1 and Summer 2 | |

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| <p>Broader curriculum book monitoring will identify reading opportunities Reading overviews monitored in Autumn 1 and Autumn 2 Monitor children on track for ARE + after data drops New reading overviews and planning introduced in KS2</p> <p>EYFS planning includes phonics from week 1 EYFS planning includes provision for blending from the beginning of teaching. EYFS children have home/school readers before the end of the Autumn Term Year 2 phonics screening completed and targets are met Phonics interventions in place at KS2</p> <p>Mighty Writers introduced and is being used regularly in EYFS Book monitoring of writing books has taken place and any support needs identified and addressed. Writing MTPs for Autumn and Spring 1 have been monitored.</p> <p>Half termly monitoring of green reading folders Register school with School readers Compile a list of reading volunteers. “How to” videos recorded by AF for YR parents</p> | <p>Broader curriculum book monitoring will identify reading opportunities Reading overviews monitored in Spring 1 and Spring 2</p> <p>Monitor children on track for ARE + after data drops Year 1 children are on track to pass phonics screening. EYFS phonics programme continues and most children have moved on to RED RWI books</p> <p>Book monitoring of writing books has taken place and any support needs identified and addressed. Writing MTPs for Spring 2 and Summer 1 have been monitored. Support from Hamwic to monitor and improve reading into writing practice (KOC)</p> <p>Half termly monitoring of green reading folders Reading volunteers start in both schools. Reading sessions and parent workshops commence Reading record stickers in reading diaries to support parent comments/questions</p> | <p>Timetables monitored by JC/CR for reading provision. Broader curriculum book monitoring will identify reading opportunities Reading overviews monitored in Summer 1 and Summer 2</p> <p>Monitor children on track for ARE + after data drops Phonics screening in Year 1 is completed and meeting target set EYFS phonics programme continues and most children have moved on to GREEN RWI books. Year 2 children who are on track to be ARE at the end of the year have reached stage 11 of the Oxford reading scheme</p> <p>Book monitoring of writing books has taken place and any support needs identified and addressed. Writing MTPs for Summer 2 and Autumn 1 2021 have been monitored. Year 1 teachers trained to use MW in order for the teaching to continue with the cohort.</p> <p>Half termly monitoring of green reading folders Reading volunteers attend weekly in both schools. Reading sessions and parent workshops continue</p> |
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