

Lemington Riverside Primary School

Whole School Development Plan from March 2019



COMPLETED **ONGOING** **NOT YET MET**

Action Plans are working documents & should be updated at least half termly.

This whole-school development plan has been developed by the Head Teacher using actions from the previous Ofsted Inspection Report in December 2016 and from the Local Authority Developmental Review that took place in February 2019. Layered development plans for the SENDCO and Subject Leaders will link directly to the 5 key priority areas in this whole-school development plan.

Our five key areas of priority at Lemington Riverside are:

- 1. Improving attendance so that it is closer to the national average.**
- 2. Developing the effectiveness of middle leaders to ensure teaching is always good or better for all children.**
- 3. Developing a new whole-school curriculum for September 2019, personalised to the school & community, with clear skills progression.**
- 4. Develop the positive reputation of the school within the wider community to improve rates of pupil recruitment.**
- 5. To create a learning environment that is safe and inspiring for children and staff.**

Priority 1: Improve attendance so that it is closer to the national average.

Quote from Ofsted report (December 2016): “Leaders address pupils’ absence relentlessly, liaise with the local authority effectively and take full advantage of the authority’s resources and powers to address persistent absenteeism robustly.”

Problem to be solved and action to be taken	How will we know the action has worked?	Person responsible for monitoring	Deadlines and milestones	Cost?
<p>WHAT PROBLEM NEEDS TO BE SOLVED?</p> <p>Decrease the number of children who are persistent absentees and offer early interventions and rewards to ensure children’s attendance does not decline.</p> <p>ACTIONS TO BE TAKEN?</p> <ul style="list-style-type: none"> ▪ Systems to be set up by the Head Teacher in conjunction with the welfare officer and admin staff with clear criteria. ▪ Systems to be communicated clearly in parent-friendly language via 	<ul style="list-style-type: none"> ✓ Whole school attendance moves from current level (92%) to nearer the national average of 95%. ✓ Clear systems are in place for monitoring attendance. ✓ Increase in number of legal monitoring referrals to the local authority. ✓ Parents/carers have a clear understanding of the attendance systems and the importance of 	<p>HT/DHT/Wider Leadership Team/Achievement Partner/Class Teachers/Welfare Officer/Admin Staff</p>	<ul style="list-style-type: none"> - Systems to be fully embedded by Easter 2019. - HT/DHT/Welfare Officer to meet fortnightly to review individual child attendance figures, identify target families, issue new parent contracts and move those not improving to local authority referrals. 	<ul style="list-style-type: none"> ▪ Welfare Officer time 1 x morning per week for monitoring, home visits, 1:1 meetings with children.

<p>newsletters, social media channels and website.</p> <ul style="list-style-type: none">▪ Full use to be made of Local Authority legal monitoring systems.▪ First hour response system set up to ensure all absences and reasons for are noted by 10am so that appropriate support can be allocated (e.g. home visit from the Welfare Officer)	<p>good attendance.</p>			
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Priority 2: Develop the effectiveness of middle leaders and the wider leadership team to ensure that all pupils succeed and the effectiveness of teaching and learning is always good or better.

Quote from Ofsted Report (2016):

“You recognise that middle leadership requires further development. Middle leaders do not have a firm grasp on the progress made by groups of pupils in the subjects they lead. Not all have had an opportunity to check on teaching, learning and assessment since the beginning of the current academic year. However, when they do have the opportunity to check on progress, they are adept at picking up areas for development. For example, the subject leader for mathematics recently identified, from a check of pupils’ workbooks, that some of the most able disadvantaged pupils are not stretched sufficiently in her subject.”

Problem to be solved and action to be taken	How will we know the action has worked?	Person responsible for monitoring	Deadlines and milestones	Cost?
<p>WHAT PROBLEM NEEDS TO BE SOLVED? Ensure middle leaders are fully accountable for their areas of responsibility and confident at identifying priorities and areas for improvement. Ensure leaders are developed so that they can support and challenge colleagues.</p> <p>ACTIONS TO BE TAKEN:</p>	<ul style="list-style-type: none"> - Subject leaders can confidently identify priorities in their subject area. They can identify strengths and weaknesses in the teaching of their subject across the school. - Subject leaders can confidently answer 	<p>HT Achievement Partner DHT Subject Leaders</p>	<ul style="list-style-type: none"> ▪ Wider leadership team to meet weekly from 14/3/19. ▪ Subject leaders to have completed their initial audit by the Easter Holidays 2019. ▪ Each subject leader to have a full leadership day in Summer Term 1 which will involve coaching from the HT. 	<ul style="list-style-type: none"> ▪ Cost of supply teacher for 3 x days to release core subject leaders and SENDCO to work with the HT. ▪ L3 TA's to be utilised to cover other leadership time.

<ul style="list-style-type: none"> ▪ A 'Wider Leadership Team' to be established following the local authority review in February 2019. This will comprise of the HT, DHT, Middle Leaders responsible for Mathematics and English. ▪ A subject leader audit to be developed so middle leaders are clear on their role and responsibilities. ▪ All middle leaders to be coached in monitoring by the HT. ▪ Agreed consistent approached to monitoring documents: action plans, subject leader files, monitoring templates. ▪ Mathematics leader to engage with the Great North Maths Hub to develop a consistent approach to the teaching of mathematics in the school in time for September 2019 	<p>the "12 questions a subject leader may be asked."</p> <ul style="list-style-type: none"> - Subject leaders can clearly identify their next steps and actions using the subject leader audit. - Subject leaders can confidently talk about the data for their subject for attainment and progress. They can also do this for specific groups of children (e.g. boys/girls/PP/SEND , etc). - Clear maths/English curriculum and subject expectations mapped out ready for September 2019. - Where weaker teaching is 		<ul style="list-style-type: none"> ▪ Maths/English leader to have 1:1 coaching from the Head of School Effectiveness from the City Council in carrying out an effective work scrutiny. ▪ SENDCO to have 1:1 support from the head of SEND services at the local authority to identify strengths and areas for development. ▪ Clear approach to the teaching of English and Maths to be in place in time for curriculum re-launch in September 2019. 	
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<p>curriculum re-launch.</p> <ul style="list-style-type: none"> English leader to engage with the local English Hub to develop a consistent approach to the teaching of English across the school in time for September 2019 curriculum re-launch. Whilst middle leadership is being developed in the school, make use of the expertise across the OWL Trust to support colleagues who require further support. 	<p>identified, robust programmes of support are implemented making use of support from across the OWL Trust where deemed necessary.</p>			
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Priority 3: Develop a new whole-school curriculum with clear skills progression, relevant to the needs of the school community to launch in September 2019.

Problem to be solved and action to be taken	How will we know the action has worked?	Person responsible for monitoring	Deadlines and milestones	Cost?
<p>WHAT PROBLEM NEEDS TO BE SOLVED?</p> <p>There are inconsistencies in teaching across the school and varying levels of engagement from children. A new topic-based curriculum will be launched in September 2019 with clearly mapped out skills, experiences and opportunities. The curriculum will be relevant to the community of Lemington Riverside.</p> <p>ACTIONS TO BE TAKEN:</p> <ul style="list-style-type: none"> Develop whole-school topic themes with the staff team and governing body. 	<ul style="list-style-type: none"> Whole-school topic themes are embedded by September 2019. Skills are mapped out for each subject area linked to whole-school topic themes by September 2019. There will be an increase in children's and parents engagement in learning through hooks, experiences and end outcomes (measure via parent and pupil voice). End of year expectations for subject areas are developed and can be quickly used by class teachers to ascertain if children are working at, below or beyond age-related expectations. 	<p>HT Achievement Partner DHT Subject Leaders Class Teachers</p>	<ul style="list-style-type: none"> Topic themes and school vision to be developed by the staff team and governing body at the INSET Day on Friday 5th April 2019. Skills to be linked to whole-school topic themes in scheduled staff meetings throughout the Summer term so that clear overviews are in place for staff from September 1st 2019. Hooks and end outcomes to be trialled in Summer Term 2 with the #WeAreLemington topic theme based with the build up to the Lemington Festival at the end of June 	<ul style="list-style-type: none"> Purchase of Chris Quigley Essentials Curriculum (£500).

<ul style="list-style-type: none"> ▪ Develop a clear coverage of skills across all subject areas linked to each topic theme for each class across the school using the Chris Quigley Essentials Curriculum. ▪ Clear hooks and end outcomes to be planned by class teachers to engage children and parents in the topic. ▪ Simple and effective assessments systems in place to monitor children's progress and achievement. 			<p>2019.</p> <ul style="list-style-type: none"> - Assessment systems to be in place for September 2019. 	
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Priority 4: Develop the reputation of Lemington Riverside Primary School within the wider community and increase pupil recruitment.

Problem to be solved and action to be taken	How will we know the action has worked?	Person responsible for monitoring	Deadlines and milestones	Cost?
<p>WHAT PROBLEM NEEDS TO BE SOLVED?</p> <p>The school is currently under-subscribed and the work of the school is not positively publicised in the immediate and wider community of Lemington and the Outer West of Newcastle.</p> <p>ACTIONS TO BE TAKEN:</p> <ul style="list-style-type: none"> ▪ A full re-brand of the school to take place including new logos, signage and refreshed entrance area. Children to be fully involved in the re-brand. ▪ Social media pages to be developed on 	<ul style="list-style-type: none"> ✓ School re-brand to be completed by June 2019 demonstrating to children, parents and the wider community that Lemington Riverside is on a journey and is a developing school. ✓ Parents and the wider community will be fully engaged with the school via social media. Social media promotions will spread positive news to the wider community (e.g. a recent post about the World Book Day visit to Waverley Care Home reached 7000 local people on Facebook and resulted in 3 interested families looking around school). 	<p>HT Governing body Wider Leadership Team Achievement Partner</p>	<ul style="list-style-type: none"> ▪ School re-brand to be launched at the Lemington Festival in later June 2019. ▪ School social media accounts created and to continue to grow during the Summer term through promoted posts. ▪ School website to be fully compliant by Easter 2019. ▪ Ongoing links to be developed with local stakeholders. HT to host Lemington Festival planning meeting on 4th April 2019. 	<ul style="list-style-type: none"> ▪ Cost of re-brand TBC once consultation with graphic designers/sign makers has been sourced. ▪ Half termly £10 boost promotions on Facebook to widen social media post reach.

<p>Facebook, Twitter and Instagram to promote the good work of the school to a wider audience.</p> <ul style="list-style-type: none"> ▪ Refresh the school website and ensure it has all required information as well as information that is useful to parents and the wider community. ▪ Develop links with key community stakeholders. 	<ul style="list-style-type: none"> ✓ School website to fully compliant and used by parents, governors and the wider community. ✓ Links will be developed with key community stakeholders by the HT – including local councillors, businesses, schools, etc. 			
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Priority 5: Create a learning environment that is safe and inspires both children and staff.

Problem to be solved and action to be taken	How will we know the action has worked?	Person responsible for monitoring	Deadlines and milestones	Cost?
<p>WHAT PROBLEM NEEDS TO BE SOLVED?</p> <p>The building is currently in a poor state of repair and in need of investment to make it a place that children and staff can work in effectively and safely.</p> <p>ACTIONS TO BE TAKEN:</p> <ul style="list-style-type: none"> - An urgent review of safeguarding measures in the school grounds to take place with David Leighton and other representatives from the Local Authority to ascertain essential security measures. - Capital funding to 	<ul style="list-style-type: none"> ✓ The school grounds are safeguarded. Entrances/exits are secure and covered by CCTV. All external doors are accessed by an electronic fob system. The main entrance area is a secure zone. ✓ Basic repairs are made to improve the façade of the building (e.g all broken windows are fixed, holes in walls are plastered). ✓ The main entrance is re-decorated and refreshed giving visitors a professional and warm welcome upon their arrival. ✓ Wider funding opportunities are explored to maximise funding potential in a time of tightened 	<p>HT FP&R Committee of the Governing Body School Caretaker</p>	<ul style="list-style-type: none"> ▪ Full safeguarding of the building survey has taken place in February 2019 and costings are currently being sought. Appropriate safeguarding work to take place by September 2019. ▪ Quotes sought for window repairs and entrance refurbishment – work to take place by June 2019. ▪ A governor (BM) will attend a bid-writing course in March 2019. ▪ The HT has explored ward funding options with local councillors Kim McGuinness and Kyle Webster. Bids to be made in the Summer Term. 	<ul style="list-style-type: none"> ▪ Safeguarding work costs TBC following quotes gained. Secure area near the school gate including gates and fences to cost circa £3000. ▪ Quote sought for windows, £700. ▪ Governor to attend bid-writing CPD – free, funded by local supply agency.

<p>be used to make essential repairs to the building (e.g. repair all broken windows).</p> <ul style="list-style-type: none"> - Funding sources to be explored using a qualified bid writer. - Ward funding to be accessed to enable smaller projects to take place. 	<p>budgets.</p> <ul style="list-style-type: none"> ✓ Ward funding is bid for and accessed for smaller projects such as development of reading areas on the KS2 building landings. ✓ Classrooms are re-decorated in neutral colours and old/tired furnishings are removed and replaced. 			
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