

LAKESIDE
SCHOOL

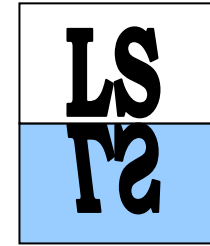
SCHOOL IMPROVEMENT PLAN

(Oct 2017 – SEPT 2018)

'I Have a Dream' -

For every Lakeside Pupil:

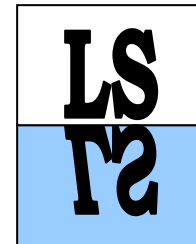
- *Maximised personal, social and academic achievement.*
- *To have a quest for learning in every context, in and outside of school.*
- *To access the best quality of teaching.*
- *To maintain the best safeguarding, health, safety and well-being.*
- *To maximise enjoyment for learning/behaviour for learning.*
- *To strive for pride and ambition at all levels.*



LAKESIDE
SCHOOL

CONTENTS:

| | |
|----------|---|
| Page 3 | Main School Improvement Aims 2017-2018 |
| Page 4: | Three Year Strategic Improvement Overview. |
| Page 6: | Effectiveness of Leadership and Management. |
| Page 8: | Personal Development, behaviour and welfare. |
| Page 9: | Quality of teaching, learning and assessment. |
| Page 10: | Outcomes for pupils. |



LAKESIDE
SCHOOL

MAIN AIMS OF LAKESIDE SIP:

- **To improve leadership and management.**
Develop further and sustain the highest quality of teaching and maximised teacher CPD to meet the expanding needs of the school and our pupils including Year 6.
Maximise EET for our Leavers.
- **To further improve personal development, behaviour, well-being and welfare of pupils.**
Maximise increased attendance, decreased exclusions and physical interventions.
Further enhance the safeguarding procedures/practice with reference to social media/mobile technology.
- **To improve the quality of teaching, learning and assessment.**
Further organise and implement a diverse, flexible and innovative delivery of the curriculum to engage every child.
Develop the Key Stage 2 curriculum (new Year 6 class Nov 17) to ensure curricular entitlement, SATs entries and SPAG (paper) support whilst maximising enjoyment for learning.
- **To maximise pupil outcomes.**
Maximised GCSE Point Scores and Leaver EET/destinations.
Maximise pupil progress and outcomes to the end of KS4 for all pupils including FSM/CLA/ASD/harder to engage.

STRATEGIC SCHOOL IMPROVEMENT TARGETS

| | TARGETS YEAR 1 SEPT 15 – SEPT 16 | TARGETS YEAR 2 SEPT 16-SEPT 17 | TARGETS YEAR 3 SEPT 17 - SEPT 18 |
|---|--|--------------------------------------|--|
| ACHIEVEMENT OF PUPILS NO. | | 14 Leavers | |
| Double rate of literacy acceleration | 80% whole school target (84%) | 80% (85%) | 85% |
| %pupils 5+A*-C | 5% 0% | 5% (6%) TBC | 5% |
| %pupils 5+A*-G | 80% ACHIEVED | 80% (79%) | 80% |
| %pupils 7+A*-G | | (64%) | 65% |
| %pupils 9+A*-G | | (43%) | 45% |
| %pupils 10+A*-G | | (29%) | 30% |
| Best 8 GCSE VA Score | | | |
| Average GCSE point score all subjects | | | |
| At Least 1x GCSE or equivalent Qual. | 100% 100% | 100% (100%) | 100% |
| QUALITY OF TEACHING | | | |
| % Outstanding lessons | 50% 30% | 40% (35%) | 40% |
| % Good or Outstanding lessons observed | 100% 100% | 100% (100%) | 100% |
| BEHAVIOUR AND SAFETY | | | |
| Overall pupil attendance levels | >91% 84% | 87% 87% | 89% |
| Overall attendance – medical/LA dispute | | 91% | 92% |
| % pupils attending >90% | >55% 59% | 60% 60% | 65% |
| Fixed term exclusions/no..pupils/days lost pa | <60/45/30 43/19/27 | 40/17/25 48/18/30 | 45/16/27 |
| Holds For Safety | <50 29 | <25 18 | <20 |
| LEADERSHIP AND MANAGEMENT | | | |
| % Y12 pupils in EdEmTr | 90% 100% | 95% | 100% |
| % Y13 pupils in 2 nd year EET | 90% 100% | 100% | 100% |
| Average % teacher/TA attendance | >95% 96% | 97% | 98% |

SIP OVERVIEW (2015-2018)

| OFSTED CATEGORY | YEAR 1 SEPT 2016 – SEPT 2017 | YEAR 2 SEPT 2017 – SEPT 2018 | YEAR 3 SEPT 2018 – SEPT 2019 |
|--|--|---|---|
| 1. Effectiveness of L&M | Successful Residential Ofsted Capacity for max 3 current older vulnerable/services residential pupils. Additional ASD teaching base for Horizons pupils in ex-HT house Permanent DHT in place. Permanent AHT in place. Rationalise SEF/SIP monitoring and review practices. | Successful Residential Ofsted Successful School Ofsted. Successful management of Y6 pupil placement, curriculum entitlement and academic outcomes/SATs. | Successful Residential Ofsted |
| 2. Personal Development, Behaviour and Welfare | Pupil support strategies/mental health/anxiety issues Family support/signposting Capacity for max 3 current older vulnerable/services residential pupils. H&S audit Safeguarding Audit Fully Embed KCSIE Sept16 Part I | H&S audit Safeguarding Audit Feasibility for extension to main residential block dependent on need, capacity and funding. Maximised social educational outcomes, well-being and SMSC including for Y6. | |
| 3. Quality of Teaching, Learning and Assessment | Fully incorporate Numeracy support strategy into the timetable. Tracker update. Check exam syllabus for each subject. Personalised learning strategies for ASD and harder to engage. | Further develop quality of teaching to that of the best. Deliver an effective primary Y6 curricular provision entitlement from November 2017. Meet Y6 SATs requirements. | |
| 4. Outcomes for Pupils | Realigned accreditation, syllabus changes. 'Life Beyond Levels' assessment to expand across the whole school. | Maximise the best possible academic outcomes for all pupils including Y6 with SPAG development. | Maximise EET for 2016, 2017 and 2018 Leavers. |

Priority 1: To develop EFFECTIVE LEADERSHIP AND MANAGEMENT

| Priority | Strategies and Actions | Costs | Key Dates/ Milestones | Lead | Desired Success Criteria | Monitoring/ Evaluation | Impact Evidence |
|--|---|--|---|--|---|---|--|
| 1.1 To enhance capacity and further develop teacher/manager /Leadership expertise and capacity/CPD. | <ol style="list-style-type: none"> Further develop the model of good practice through 1:1 and small group coaching. Develop resilience and critical self-reflection skills. Further professional training for primary/subject conversion/management/leadership on NVQ5, NPQML/SL/H. | Time/ Resources. £3000 | Sept17 Sept17 | SLT/ Outreach Coord | Accelerated learning and enhanced pupil outcomes. Improved staff wellbeing and self-esteem. | Training feedback. CPD portfolios. PM target setting and Review. | Case studies showing evidence of accelerated progress. Improved diversity of teaching staff and expertise for pupils. |
| 1.1 EVALUATION | | | | | | | |
| 1.2 To maximise GCSE output, EET progression and placement sustainability. | <ol style="list-style-type: none"> HT to email college Principals prior to college interviews to maximise ambition, drive and GCSE outcomes. Parental engagement to be further encouraged for college placements including at school Open Evenings. Career pathway planning to start by Y9. Enhanced Independent skills including travel on public transport. | £250 | Nov17 Dec17 Nov17 Dec17 | HT SLT/SSW SLT Careers Coord | Pupil accreditation and ambition maximised. Parental involvement enhanced. Job and career pathway awareness. All pupils will have travelled by bus/train by Y11. | GB GB DHT | Pupils return from interviews motivated for success at GCSE. GCSE output. Progress 8 comparison. Independent and mobile learners. |
| 1.2 EVALUATION | | | | | | | |
| 1.4 Further develop Outreach Support and Networks for Hants and IOW schools. | Expand the model of good practice through coaching to further develop behaviour for learning strategies in a range of mainstream schools and education centres. Consolidate HT exclusion perspectives | Hants SEN funded with school 'top-up'. | On-going with a number of mainstream /special schools and | HT/DHT/ Outreach Lead | Pupils make required progress in the right school provision. Mainstream pupil exclusion rates reduced. | Impact reports from each school/PRU. Feedback from SEN Officers/EPs/parents. | Pupils case studies evidence progress. CPD Portfolio PM Reviews Presentation to GB. |

| | | | | | | | |
|--|--|--|---------------|-----|---|--|--|
| | and help shape the role of the Education centre/PRU. Continue to provide 'assessment placements' for mainstream pupils to develop them as learners ready to be fully re-engaged in their mainstream school. | | PRUs | | Education Centres expedite pupil return to mainstream. Lakeside staff enhance expertise and pupils enrich their learning experiences. Re-engagement of LS Pupils in their learning. | GB presentation February 2017. Enhanced pupil work output | |
| 1.4 EVALUATION | | | | | | | |
| 1.5 Recruitment of 1-2 parent and 1-2 community Governors | Follow up on previous recruitment drives to encourage at least one new parent governor and two more community governors to apply. | | By January 17 | WGB | Maximise GB expertise and capacity to fulfil its function. | | Pupils get quality strategic leadership. |
| 1.5 EVALUATION | | | | | | | |

Priority 2: To improve the PERSONAL DEVELOPMENT, BEHAVIOUR AND WELL-BEING for all pupils.

| Priority | Strategies and Actions | Costs | Key Dates/ Milestones | Lead | Desired Success Criteria | Monitoring/ Evaluation | Impact measurement/ Pupil outcomes |
|---|--|--------------------------|---|---|---|--|--|
| 2.1 Fewer incidents of bullying | <ol style="list-style-type: none"> Annual Anti Bullying INSET training planned for Nov17. All staff and all pupils to be surveyed in the Spring term 2018 by school student social worker Mobile technology VR anti bullying workshops booked for Nov17. Enhance safer ICT within IT curriculum. Update safer internet use for parents. Bullying and internet use - Standing items on School Council agenda. | HT DHT HofC SSW | Nov17 April 18 Nov17 Jan18 Dec17 Open Eve Nov17 onwards. | AHT/HoC/ SSW IT Coord. ITC SC Lead. | Reduced incidents and reports of bullying. Staff are better tuned into antecedents/signs and technological threats/safer ICT. | INSET day EP involvement and support. | Behaviour codes/pupil & parent Questionnaires Jan 18/ July 18 AB Survey findings. |
| 2.1 EVALUATION | | | | | | | |
| 2.2 Increase attendance, reduce exclusions and physical interventions. | <ol style="list-style-type: none"> Continue to analyse attendance data in all relevant sub- groups, apply sanctions and reward improvements regarding each pupil's detailed attendance profile. Minimise the number of exclusions and 'days lost ' from education. Regular Team Teach training and refresher training to reemphasise de-escalation | SSW | | | | | Comparative data: Exclusions, PIs and attendance. Accelerated progress in pupils' books. |

| | | | | | | |
|-----------------------|-------------|--|--|--|--|--|
| | techniques. | | | | | |
| 2.2 EVALUATION | | | | | | |

Priority 3: To maximise the quality of TEACHING, LEARNING AND ASSESSMENT

| Priority | Strategies and Actions | Costs | Key Dates/ Milestones | Lead | Desired Success Criteria | Monitoring/ Evaluation | Measured Impact/ Pupil Outcomes |
|---|--|---|---------------------------------|--------------------------------------|--|---------------------------|--|
| 3.1 Y6 SatS/spag Primary curriculum/entitle ment | <ol style="list-style-type: none"> 1. Liaise with primary schools to register y6. 2. Network with y6 mainstream teachers. | | | Year 6 teacher | | | SATs entries and performance |
| 3.2 Develop Lakeside INREACH to further support harder to reach and vulnerable pupils (ASD/CLA/Y6) | <ol style="list-style-type: none"> 1. Create an early years (Y6) engaging and innovative curriculum. 2. Develop learning networks with partner schools including visits. 3. Access HIAS support and relevant training. 4. Effective use of Y7 Catch-up funding. | Time/ resourc es Travel ~ £200 LA supplied / HIAS budget. | Dec17 Nov17 Nov17 | DHT Outreach Coord Y6 Coord | Learning through enjoyment, creativity and imaginative skills enhanced. Networking opportunities further enhanced. | | Pupils who were out of education fully re-engage. Work sampling |
| 3.3 Sustain excellence in Maths, English and Science | <ol style="list-style-type: none"> 1. Fully audit the quality of T&L in English, Maths and Science by the university of Winchester teacher training department. 2. Further develop the quality of teaching to that of the best in the department through a robust teaching improvement plan. | £2000 | October 2017 | SLT MLT | Pupils access the best quality of teaching. | SLT | Lesson observations show pupils fully engaged. Work sampling evidences progress in lessons and over time. |
| Evaluation | | | | | | | |

Priority 4: To maximise OUTCOMES for all pupils

| Priority | Strategies and Actions + CPD | Costs | Key Dates/ Milestones | Lead | Desired Success Criteria | Monitoring/ Evaluation | Measured impact/outcomes |
|--|---|---------------|-------------------------------|--------------------------------|---|---|---|
| 4.1 Maximise progress for vulnerable groups (CLA, ASD, FSM, AD,MLD, Y6) | 1. Develop personalised learning interventions to fully engage all vulnerable groups and maximise progress including for career planning. | - | Review Feb 18 Then June 18 | Outreach Coord ASDCoord | Learning is relevant and accessible to every child. | ASD lead presentation to GB | Vulnerable groups data analysis shows accelerated progress in all subjects. |
| | 2. Access and facilitate therapy interventions and refine school based strategies as required. | LA funded. | | OT SALT ASDC | Pupils needs are more individually met and progress is maximised. | Therapy reports and recommendations | Exam accreditation |
| | 3. Train staff fully (with updates) on ASD and Attachment Disorder impairments and maximise learning outcomes. | £1k | | LLP PAATHS | | Training feedback and enhanced skillset. | Pupils' workbooks evidence sustained progress over time. |
| | 4. Make the site more pupil friendly with a new Y8 classroom, a new ASD/sensory room, enhanced images/quotations, improved signage and selective planting of climbers, etc. | £10k | | DHT/AHT ASDC | Break up the block work and security fencing and encourage British/Historica/cultural values. | GB site walks. | Aesthetic improvements |
| | 5. Fully justify and publish (website) Pupil Premium expenditure and maximised outcomes. | - | | PPCoord DHT | Progress/outcome gap narrows between FSM and non-FSM pupils | Pupil premium 'lead' governor, BW. | DfE and GB compliant |
| | 6. Fully enhance the educational opportunities/outcomes for CLA pupils and train a second teacher as a DT (Designated Teacher). | £1500 TLR3 | | DT1 DT2 SSW HT SLT | CLA pupil chances and outcomes are further enhanced | LLP inspection of PEP processes annually DT PM targets Termly Reports to SLT/GB | Accelerated progress tracked and reported. |
| | 7. Enhanced literacy acceleration for all literacy impaired pupils. Target 85% to double RA per | £1500 | | Lit Coord | Enhanced literacy accesses full curriculum and entitlement. | | RA data published |

| | | | | | | | |
|-----------------------|--|--------------------------|--|---|--|--|--|
| | <p>year. Use peer mentoring/reading.</p> <p>8. Fully baseline assess all new pupils on entry including CAT tests to confirm START POINTS.</p> <p>9. Offer full GCSE Access arrangements as required.</p> | <p>£500</p> <p>£1500</p> | | <p>AHT</p> <p>Lit/Num Coords</p> <p>Lit Coord</p> | <p>Informed differentiation.</p> <p>Maximised GCSE output.</p> | <p>Published on Tracker</p> <p>Lit Coord/SLT</p> | <p>Aspirational GCSE success rate.</p> |
| 4.4 EVALUATION | | | | | | | |