



## Larkrise Integrated School Improvement Plan 2016/17

In order for the school to continue on its journey to excellence the school will continue to focus on key objectives directly related to the four strategic priorities of its three year Strategic Plan:

- A curriculum which engages and excites through creativity
- Develop motivated, independent, self-reflective learners through excellent teaching and learning
- Every child's Larkrise experience will provide a platform to build self-esteem, confidence and the skills to succeed in life
- Children, parents, teachers, governors, other schools and the Larkrise community working together to constantly improve outcomes for children

An identified member of staff/group leads each objective. They are responsible for devising an Action Plan, which is a working document against which the school leadership monitors progress. The Governing Body also has a monitoring timeline against which the Headteacher/SLT is held to account.

Across the school and throughout the Year our prime objectives are:

- Maintain, and continue to develop, the Larkrise 5C's as the foundation of our broad balanced curriculum.
- Improve the quality of teaching through the use of Iris Connect video sharing technology and training in self-reflective practice and peer support.
- Improve the quality of writing through improved talk for writing, specifically in Storytelling and Shared and guided writing in class.
- Improve attendance by 2% and reduce persistent absence rates by 5%

This year we are introducing a '5C data dashboard' in order to measure and track how we are helping our children to be **curious**, to **celebrate** their individuality and our diversity, to be **confident**, to **care** for those around them and to be **creative**. These are the values we aim to foster in every Larkrise child, together with our staff, parents and governors.

# Strategic Priority 1 - A curriculum which engages and excites through creativity



## Key strengths

- 5C's observed in 100% of 2015-2016 lesson observations
- Feedback from all stakeholders recognises creativity in the curriculum
- Book Looks and learning logs in 2015-2016 demonstrated an exciting curriculum

## Key Staff

CCT – Curriculum Change Team  
 PM – Piyasi Morris  
 PL – Phase Leaders  
 HQ – Hannah Quinn  
 SLT – Senior Leadership Team

| Ref | Key objectives   | Success criteria<br>How we will meet the objectives  | Lead | Metrics  | Monitoring  |        | Evaluation    |   | Impact/<br>RAG   |
|-----|--|--|------|--|-------------|--------|---------------|---|--|
|     |  |  |      |  | By whom     | When   | By whom       | When  |  |
| A   | Implement 5C changes suggested by the children   | <ul style="list-style-type: none"> <li>• Outdoor learning takes place at the Nature reserve, Florence park and Oxford museums</li> <li>• DT, including cookery is included once per term</li> <li>•</li> </ul>   | PL   | <ul style="list-style-type: none"> <li>• 5C Data dashboard inputs (EE)</li> </ul>  | DHT         | Termly | HT<br><br>GOV | L&O<br>Gov<br>Body<br>Monito<br>ring<br>visit | Monitor Outdoor learning logs and class learning logs.   |
| B   | Strengthen Spiritual, Moral, Social and Cultural education through whole school 5Cs curriculum | <ul style="list-style-type: none"> <li>• Whole school system of rewards for the 5Cs</li> <li>• Children know and can explain how the 5Cs are acknowledged 5C certificates used as motivational strategy</li> </ul>   | HT   | <ul style="list-style-type: none"> <li>• Newsletter appearances</li> <li>• 5C Dashboard</li> </ul>   | EE<br>(GOV) | Termly | Gov<br>Body   | L&O<br>Gov<br>Body<br>Monito<br>ring<br>visit | Monitor the 5C data dashboard<br><br>British values displays and work in topic books<br><br>British Values recognised in golden award assemblies |
| C   | All children participate in a Forest School/outdoor learning experience                        | <ul style="list-style-type: none"> <li>• The nature reserve is used at least once per term to support the writing process</li> <li>• The quality of work in the Year 2 learning journals continues into year 3</li> <li>• Writing moderation in</li> </ul> | PM   | (Demonstrates progression in writing skills) <ul style="list-style-type: none"> <li>• QCA measure for identified children</li> </ul> Feedback from surveys | SLT         | Termly | Govs          | Full<br>GB                                    | PP children's learning journal demonstrates accelerated learning in writing  |

|   |   |  |     |  |     |          |                        |                 |   |
|---|---|--|-----|--|-----|----------|------------------------|-----------------|---|
|   |   | journal is equivalent to or exceeds literacy books   |     |  |     |          |                        |                 |   |
| D | To form a link with a school in Spain to support the International Schools and global education provision | <ul style="list-style-type: none"> <li>Children dance Flamenco, cook Spanish recipes and can describe one feature of Spanish culture</li> <li>Professional partnership formed</li> <li>Children curious about life in another country</li> <li>Children value other cultures</li> <li>Children can use digital technologies to communicate with children in another country</li> </ul> | CCT | <ul style="list-style-type: none"> <li>Spanish themed days take place</li> <li>Number/type of children participating as 'pen pals'</li> <li>Lesson observation – evidence of conversational Spanish Book look</li> </ul> | SLT | Feb 2017 | Govs                   | Full GB         | Children are curious to find out about life in other cultures                                     |
| E | Extend the percussion experience of the music curriculum  | <ul style="list-style-type: none"> <li>Children can describe how the experience contributes to their SMSC development</li> <li>At KS1 children play tuned and un-tuned instruments.</li> <li>At KS2 children play and perform in solo and ensemble contexts with increasing accuracy and fluency</li> </ul>  | PL  | <ul style="list-style-type: none"> <li>Assembly performance</li> <li>School music concert</li> <li>Videos added to website</li> </ul>  | SLT | Termly   | Govs 5C data dashboard | PTC 3x per year | Children feel more confident to experiment with instruments                                       |
| F | Establish opportunities to perform as a choir at school events  | <ul style="list-style-type: none"> <li>KS1 children use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>KS2 children sing with increasing accuracy, fluency, control and expression</li> <li>Children can describe how the experience contributes to their SMSC development</li> </ul>   | HQ  | <ul style="list-style-type: none"> <li>Choir perform at music concert</li> <li>Record of songs being sung – show incr. range</li> <li>Videos added to website</li> <li>SMSC monitoring grid</li> </ul>                   | SLT | Termly   | Govs 5C data dashboard | PTC 3x per year | Children use their voices creatively, increase their confidence and celebrate their own successes |

|   |  |   |    |   |     |             |    |                              |  |
|---|--|---|----|---|-----|-------------|----|------------------------------|--|
| G | Personalised topic learning for Foundation, KS1 and KS2. | <ul style="list-style-type: none"> <li>Children have a choice over how they record their learning. This could be through a poster, topic web, drama presentation, PowerPoint or musical presentation</li> </ul> | PL | <ul style="list-style-type: none"> <li>Book scrutiny</li> <li>Pupils' evaluation</li> </ul> | DHT | Half termly | HT | L&O Governing Body Committee | <p>Books demonstrate that children are taking responsibility for their progress by applying DIRT</p> <p>Year 6 selected an area of study</p> |
|---|--|---|----|---|-----|-------------|----|------------------------------|--|

# Strategic Priority 2 -Develop motivated, independent, self -reflective learners through excellent teaching and learning



## Key Strengths

- 100% of teaching and learning is good and 40% is excellent in 2015-2016
- DIRT is used effectively in writing observations
- The storytelling curriculum is embedded and well understood
- Staff learn from one another and share excellent pedagogy

## Key Staff

EF- Ed Finch  
 PB – Polly Blok (SENCO)  
 FC – Fiona Clark  
 HM – Holly Marriot  
 LC – Literacy Coordinator  
 HT – Head Teacher  
 SLT – Senior Leadership Team

| Ref | Key objectives   | Success criteria  | Lead | Metrics  | Monitoring |                 | Evaluation |              | Impact/<br>RAG  |
|-----|--|---|------|--|------------|-----------------|------------|--------------|---|
|     |  |   |      |  | By whom    | When            | By whom    | When         |   |
| H   | For writing attainment to improve across the school    | <ul style="list-style-type: none"> <li>• Story telling process embedded and all stories recorded with a cross reference to descriptors</li> <li>• All staff follow the STEP storytelling method</li> </ul>  | EF   | <ul style="list-style-type: none"> <li>• Book scrutiny (story written up)</li> <li>• Learning walks (process exemplified in classroom)</li> <li>• Writing progress data</li> </ul> | SLT        | Every half term | HT         | P&O Gov Body | Y6-70%, Y5-85%, , Y4-80%, Y3-75%, Y2-80%, Y6-74%<br><br>Disadvantaged children meet the expected standard in writing at the end of KS1 and KS2  |
| I   | For identified groups to close the gap with all pupils | <ul style="list-style-type: none"> <li>• To continue to raise expectations in Foundation and Year 1 for phonic acquisition</li> <li>• Effective Interventions delivered to SEND, PP, BARE</li> <li>• Teachers to use AFL to deliver learning to accelerate identifies groups</li> </ul> | PB   | <ul style="list-style-type: none"> <li>• Progress data collection</li> <li>• SEND provision map</li> <li>• Pupil progress meetings</li> <li>• SENCO reports</li> </ul>             | SENCO      | Every half term | SLT GB     | P&O Gov Body | For SEND children to make twice the rate of progress on standardised reading, spelling and comprehension assessments.<br><br>For SEND to be working at emerging – in Y3, emerging + in Y4 and Y5 and expected in Y6 |

|   |   |  |    |   |     |                 |    |              |  |
|---|---|--|----|---|-----|-----------------|----|--------------|--|
| J | For year 6 pupils to reach national averages in reading, writing, SPAG, maths and Science | <ul style="list-style-type: none"> <li>Consistently good teaching delivered each day</li> <li>Motivational half termly activities organised</li> </ul>   | FC | <ul style="list-style-type: none"> <li>Book Looks (story written up)</li> <li>Learning walks (process exemplified in classroom)</li> <li>Progress data</li> </ul>               | SLT | Every half term | HT | P&O Gov Body | <ul style="list-style-type: none"> <li>For writing to increase from 50% to 75% (72% Nat 2016)</li> <li>For Maths to increase from 70% to 85% (70% Nat 2016)</li> <li>For reading to increase from 80% to 85% (66% Nat 2016)</li> <li>For SPAG to increase from 30 to 75% (72% Nat 2016)</li> <li>For Science to increase from 71% to 81%.</li> </ul> |
| K | For 75% of Foundation Stage to reach a good level of development                          | <ul style="list-style-type: none"> <li>For identified target children to have evidence of additional teacher high impact instruction</li> <li>For parents to be aware of how they can support their child in their learning</li> <li>Carousel of learning observed in lesson observations and informal visits</li> </ul> | HM | <ul style="list-style-type: none"> <li>Base line assessment</li> <li>Area of need identified by October</li> <li>Interventions and strategies identifies in 75% plan</li> </ul> | SLT | Every half term | HT | P&O Gov Body | <ul style="list-style-type: none"> <li>Dec-60% on track, May 75% on track</li> </ul>   |
| L | For children with SEND to make accelerated progress in Maths                              | <ul style="list-style-type: none"> <li>Precision teaching used by all teachers</li> <li>Booster sessions provided by class teachers</li> </ul>   | FC | <ul style="list-style-type: none"> <li>Book scrutiny (story written up)</li> <li>Learning walks (process exemplified in classroom)</li> <li>Writing progress data</li> </ul>    | PB  | Termly          | HT | P&O Gov Body | <ul style="list-style-type: none"> <li>10% increase from BARE to ARE</li> </ul>  |

|   |  |  |     |  |     |   |    |                              |   |
|---|--|--|-----|--|-----|---|----|------------------------------|---|
| M | For children working Below Age related Expectation (BARE) to make accelerated progress         | <ul style="list-style-type: none"> <li>• SLT to focus on target groups in each SLT meeting</li> <li>• For progress of target groups to be discussed in each staff meeting</li> </ul>   | PB  | <ul style="list-style-type: none"> <li>• Data tracking</li> <li>• Book Looks</li> <li>• Pupil progress meetings</li> </ul>   | PB  | Termly  | HT | P&O Gov Body                 | 10% of children move from BARE to Age Related Expectation (ARE)   |
| N | Improved teaching in all areas of the school.  | <ul style="list-style-type: none"> <li>• Iris connect used by staff to share excellent pedagogy</li> <li>• Coaching trios use reflection to improve provision</li> <li>• Precision teaching shared at staff meetings to improve whole school provision</li> </ul>  | EF  | <ul style="list-style-type: none"> <li>• 100% teachers to Use Iris connect</li> <li>• HT report to Govs</li> </ul>   |     |   |    |                              | <p>Excellent provision increases to 50%</p> <p>NQT staff are achieving the required standards at each assessment point</p> <p>L&amp;O teaching report</p> |
| O | For teachers and children to DIRT writing at the end of each session and discuss metacognition | <ul style="list-style-type: none"> <li>• Self-reflective practices embedded for all staff. (Dedicated Improvement and Reflection Time/Metacognition)</li> <li>• Children can explain how they use DIRT time to improve their writing</li> <li>• Children can explain how talking about their learning helps them to accelerate their learning</li> </ul> | DHT | <ul style="list-style-type: none"> <li>• Termly lesson observations/HT report to governors</li> </ul> <p>Learning walks</p> <p>working wall has self-review taking place</p> | SLT | During lesson observations (OBS) and learning walks | HT | L&O Governing Body Committee | Children become self-reflective learners and can independently improve their learning and approach to learning  |

|   |   |   |       |   |              |                                      |          |                              |   |
|---|---|---|-------|---|--------------|--------------------------------------|----------|------------------------------|---|
| P | Attainment for phonics screening is above the NA and all Year 2 children meet the retake requirements | <ul style="list-style-type: none"> <li>Children use phonic skills to blend words for reading</li> <li>Children use phonic skills to segment words for spelling</li> <li>Children transfer their phonic skills to guided reading session</li> <li>Children are confident and readers and enjoy reading</li> </ul>                  | LC    | <ul style="list-style-type: none"> <li>3 x per year phonics data capture</li> <li>Lesson observation</li> <li>Scrutiny of phonics books</li> <li>Phonics learning walk</li> </ul> | Lit Co-or    | During lesson obs and learning walks | HT       | L&O Governing Body Committee | <ul style="list-style-type: none"> <li>All Y2 retake children meet the requirements (Not NB)</li> <li>Y1 is 5% above the national average</li> </ul>  |
| Q | For teachers to ensure disadvantaged children make expected and more than expected progress           | <ul style="list-style-type: none"> <li>Teachers use Assessment for Learning to plan learning to meet the needs of disadvantaged children</li> <li>Interventions are organised to close the gap for disadvantaged children</li> <li>PPA teachers and support staff concentrate on disadvantaged children</li> </ul>                | PB HT | <ul style="list-style-type: none"> <li>Pupil progress meetings sheets</li> <li>Data tracking</li> <li>PP/SEND book look every half term</li> </ul>                                | DHT          | Half termly                          | HT       | L&O Governing Body Committee | <p>Pupil premium and SEND pupils intervention scores make more than expected progress</p> <p>Standardised scores improve 5 marks per assessment period</p> <p>AFL is evident in 100% of recorded writing for SEND and PP children</p> |
| R | To improve attainment across the school   | <ul style="list-style-type: none"> <li>SLT focus on Year groups with attainment Below Age related Expectation (BARE)</li> <li>For teachers to focus coaching trios on how to improve the outcomes for children working BARE</li> <li>Ensure that Science attainment in KS1 and KS2 is comparable to National Standards</li> </ul> | HT    | <ul style="list-style-type: none"> <li>Pupil progress meetings</li> <li>Progress</li> </ul>   | SC Maths Lit | Termly                               | Gov Body | L&O Committee meeting        | Sit in the top half of similar schools for combined score in reading, writing and maths according to DfE Performance Tables   |



# Strategic Priority 3 – Every child’s Larkrise experience will provide a platform to build self-esteem, confidence and the skills to succeed in life



## Key Strengths

- Stakeholders value and understand the purpose of the Larkrise 5cs
- Larkrise is a nurturing school for children, families and the community
- Pupil voice is valued and developed through the Larkrise circles

## Key Staff

CP – Carina Philips  
 Y6 Teachers  
 HT – Head Teacher  
 PL – Phase Leaders  
 SLT – Senior Leadership Team

| Ref | Key objectives  | Success criteria   | Lead        | Metrics   | Monitoring |        | Evaluation |                               | Impact/<br>RAG  |
|-----|---|--|-------------|---|------------|--------|------------|-------------------------------|---|
|     |   |  |             |   | By whom    | When   | By whom    | When                          |   |
| S   | Establish two further clubs across Foundation/KS1 to improve SMSC provision                   | <ul style="list-style-type: none"> <li>• Access to all children</li> </ul>   | CP          | Sports coordinator’s extra-curricular monitoring report   | SLT        | Termly | P&O        | Govs                          | <ul style="list-style-type: none"> <li>• 100% of PP children included</li> <li>• 50% of children who did not achieve a GLD attending clubs</li> </ul> |
| T   | Parents of children with sporting and/or musical talents are signposted to external provision | <ul style="list-style-type: none"> <li>• Children talents outside of school are being recognized and utilized to inspire their progress in school.</li> </ul>                            | CP          | <ul style="list-style-type: none"> <li>• Parent survey</li> <li>• After school club attendance analysis</li> </ul>                                    | CP         | Termly | HT         | L&O Governing Body Committee  | <ul style="list-style-type: none"> <li>• Register of external clubs attended</li> </ul>   |
| U   | Year 6 children experience subjects being taught by a different teacher                       | <ul style="list-style-type: none"> <li>• PPA delivered by Mr. Finch</li> <li>• 2X secondary school day provision</li> <li>• Booster writing group delivered by Mrs. Bonassisa</li> </ul> | Y6 teachers | <ul style="list-style-type: none"> <li>• Monitoring Report (3 x p/year)</li> <li>• Feedback from children with ASC and emotional/behaviour</li> </ul> | PL         | Termly | HT         | L&O Gov Body Monitoring visit | <ul style="list-style-type: none"> <li>• Feedback report form Oxford spires academy and ST Gregory the Great</li> </ul>                               |
| V   | Strengthen Spiritual, Moral, Social and   | <ul style="list-style-type: none"> <li>• Whole school system of rewards for the 5Cs</li> </ul>   | HT          | <ul style="list-style-type: none"> <li>• Newsletter appearances</li> </ul>  | EE (GOV)   | Termly | Gov Body   | L&O Gov Body Monitoring       | <ul style="list-style-type: none"> <li>• Monitor the 5C data dashboard</li> </ul>   |

|   |  |   |    |  |    |        |    |                               |   |
|---|--|---|----|--|----|--------|----|-------------------------------|---|
|   | Cultural education through whole school 5Cs curriculum                 | <ul style="list-style-type: none"> <li>Children know and can explain how the 5Cs are acknowledged</li> <li>5C certificates used as motivational strategy</li> </ul>   |    | <ul style="list-style-type: none"> <li>5C Dashboard</li> </ul>   |    |        |    | ng visit                      | <ul style="list-style-type: none"> <li>British values displays and work in topic books</li> </ul> |
| W | All children to have at least one public-speaking opportunity per year | <ul style="list-style-type: none"> <li>Year 6 children can explain the format of a public speaking competition and purpose of each role</li> <li>One public speaking debate modelled by the teachers</li> <li>One public speaking debate modelled by the year 6 children</li> </ul> | PL | <ul style="list-style-type: none"> <li>Public speaking format used in all year groups</li> <li>Public speaking competition analysis of total numbers participating in each year group</li> </ul> | PL | Termly | HT | L&O Gov Body Monitoring visit | <ul style="list-style-type: none"> <li>Children are more confident to speak in public</li> </ul>  |

# Strategic Priority 4 - Children, parents, teachers, governors, other schools and the Larkrise community working together to constantly improve outcomes for children



## Key Strengths

- 2016 winners of Berkshire, Buckinghamshire and Oxfordshire outdoor learning scrap book challenge
- 2016 Schools Games Gold Award for competitive sports. First in district

## Key Staff

HT-Head teacher  
 JG – Jane Grant  
 HSW – Home School Link Worker  
 PL – Phase Leader  
 SLT – Senior Leadership Team

| Ref | Key objectives   | Success criteria   | Lead | Metrics  | Monitoring |                | Evaluation  |                    | Impact/<br>RAG   |
|-----|--|--|------|--|------------|----------------|-------------|--------------------|--|
|     |  |  |      |  | By whom    | When           | By whom     | When               |  |
| X   | Introduce cross-phase peer assessment                                      | <ul style="list-style-type: none"> <li>• One cross phase peer assessment per term</li> <li>• Children relate experience to 5cs</li> <li>• Younger children improve a piece of work</li> <li>• Older children explain how process will help them DIRT their work</li> </ul> | HT   | <ul style="list-style-type: none"> <li>• 5C data dash board</li> </ul>   | PI         | Termly         | SLT         | Termly             | Children become more self-reflective   |
| Y   | Create a financial resources group to look at future funding opportunities | <ul style="list-style-type: none"> <li>• Group formed</li> <li>• Analysis of BC, ASC and HPS presented</li> <li>• Directive shared</li> <li>• Finances secured</li> </ul>  | JG   | <ul style="list-style-type: none"> <li>• All planned decorating and furniture upgrade completed</li> <li>• Resources available to direct to 5C curriculum in 2017-2018</li> <li>• One Grants secured for outdoor learning</li> </ul> | DF<br>SB   | Half<br>Termly | Gov<br>Body | FOL<br>Gov<br>Body | School budget maintains a carry forward.   |
| Z   | Children and Parents/carers know why regular attendance of                 | <ul style="list-style-type: none"> <li>• Year 2 attendance to improve by 2%</li> <li>• Falcon class attendance to improve by 3%</li> <li>• Communicate with parents/carers of 27</li> </ul>  | HSW  | <ul style="list-style-type: none"> <li>• Weekly data report</li> <li>• Half termly data report</li> <li>• Target children attendance</li> </ul>  | SLT        | Half<br>termly | HT          | Full<br>Govs       | Attendance rates improve overall by 2% from 2016-17<br><br>Persistent absence rate reduces by 5% |

|    |   |  |    |   |              |        |    |   |   |
|----|---|--|----|---|--------------|--------|----|---|---|
|    | school is important                                       | <p>children in Years 2-6 children with attendance below 85% to agree on a plan of action to improve attendance to 94%</p> <ul style="list-style-type: none"> <li>• Each class attendance improves from 2015-16 data by 1%</li> <li>• White British attendance to increase by 2%</li> </ul>               |    | meeting plans.  |              |        |    |   |   |
| Z1 | Develop whole school positive behaviour management system | <ul style="list-style-type: none"> <li>• Green cards reduce by 20% per cohort in autumn term compared to 2015 data.</li> <li>• Number of green cards reduced by 50% in Autumn term in Y6 for recidivists</li> <li>• Number of green cards reduce by 50% in Autumn term for Year 4 recidivists</li> </ul> | PL | <ul style="list-style-type: none"> <li>• Analysis of Green card data</li> <li>• Analysis of purple cards</li> <li>• Pupil interviews</li> </ul> | SENCO<br>HSW | Termly | HT | L&O<br>Gov<br>Body<br>Monitoring<br>visit | <p>Behaviour log indicates reduction of green cards.</p> <p>Behaviour team teaching assistant being proactive in reminding recidivist children of expected behavior and known strategies to improve behavior.</p> |

## Key Staff, Groups and Meetings

### Governor Committees

|    |                          |
|----|--------------------------|
| PO | Performance and Outcomes |
| FS | Finance and Resources    |

### School Staff

|     |  |
|-----|--|
| HT  | Headteacher (Debbie Fearnley)  |
| DHT | Deputy Head Teacher - Charlotte Stewart                                  |
| CS  | Charlotte Stewart  |
| EF  | Ed Finch   |
| JG  | Jane Grant   |
| HM  | EYFS Lead - Holly Marriot  |
| PL  | Phase Lead – Carina Phillips (Lower School), Hannah Quinn (Upper School) |
| CP  | KS1 Coordinator - Carina Phillips  |
| HQ  | KS2 Coordinator - Hannah Quinn   |
| BTA | Behaviour Teaching Assistant - Julie Webber                              |
| HSW | Home School Link Worker  |

### Staff Groups and Meetings

|     |                        |
|-----|------------------------|
| CCT | Curriculum Change Team |
|-----|------------------------|

# LARKRISE MONITORING FORM

|          |       |
|----------|-------|
| SIP Ref: | Date: |
|----------|-------|

Focus of the monitoring:

Monitoring Activities (strategies used, dates, staff involved)

Key Findings: (cite specific evidence)

The impact to date of the action(s) monitored

Follow-up

|                   |                     |      |                                   |                                 |
|-------------------|---------------------|------|-----------------------------------|---------------------------------|
| Form completed by | Progress Judgement: |      |                                   |                                 |
|                   | Rapid Progress      | Good | Reasonable - some action required | Limited or no - action required |