

## LINDFIELD PRIMARY ACADEMY

### ACADEMY IMPROVEMENT PLAN

#### 2018-19 KEY TARGET ACTION PLANS

##### JULY 2019 REVIEWED V4



The Academy Improvement Plan Key Targets 2018-19 has been written in response to the latest Trust Peer Review foci, ASP data dashboard and FFT data.  
The AIP will have an interim reviews on 15<sup>th</sup> December 2018, 4<sup>th</sup> April 2019 and will be reviewed finally in July 2019

### KEY TARGETS FOR THIS YEAR-SUMMARY

FOCUS	RATIONALE	SUMMARY
<p><b>Key Target 1</b> <b>Maintain a high standard of quality first teaching throughout the academy</b></p>	<p>Indication of the importance of this area for development from Ofsted feedback. New teachers in all year groups. 1 NQT and 1 maternity, both in key year groups. FFT data indicates lower performing middle attainers in writing.</p>	<ul style="list-style-type: none"> <li>• To further encourage teacher self-reflection through the use of Iris and coaching</li> <li>• Twilight Focus for the academic Year supporting Quality First Teaching</li> <li>• Consistency of teaching in EYFS and KS1 (OFSTED FEEDBACK) Transition plan</li> <li>• ASSESSMENT- Gap analysis, Interim Report, pupil progress meetings</li> <li>• PUPIL PREMIUM FIRST-marking, meetings, feedback</li> </ul>
<p><b>Key Target 2</b> <b>To maintain the significant improvement in results in English and mathematics.</b></p>	<p>Leaders have identified key elements in the 2017/18 year group action plans that led to improved outcomes, these now need to be disseminated so that best practice can be moved forward. Encourage the mathematics and English leads to work together more closely to strengthen the links between the subjects and support the year groups in working together cohesively. To enable the leads to monitor the slight gender imbalance in attainment and progress across the academy.</p>	<ul style="list-style-type: none"> <li>• To share good practice and strengthen the links between English and Maths, and support year groups in working together cohesively.</li> <li>• To continue to develop a high quality learning environment for both English and Mathematics.</li> <li>• To maintain above national standards in reading, writing and maths.</li> <li>• To celebrate and enrich the achievement of pupil premium children in English and Mathematics.</li> <li>• To monitor the slight gender imbalance in attainment and progress across the academy in reading, writing and mathematics</li> <li>• To embed the improved current cross curricular planning format incorporating spelling, punctuation and grammar across all year groups.</li> <li>• To monitor differences between reading and writing attainment with a particular emphasis on middle achievers</li> <li>• To continue to promote the profile of maths</li> </ul>
<p><b>Key Target 3</b> <b>To further develop SEN provision to ensure the best progress for pupils.</b> <b>-To develop a matrix for assessing individual SEN pupil's readiness to learn and pre-learning skills.</b></p>	<p>The data shows that 11 pupils in KS1 who did not reach national average, and therefore requires monitoring. A new SENCO in post. An academy wide interest in ensuring that SEND pupils are in the best position to learn.</p>	<ul style="list-style-type: none"> <li>• An impact evaluation of how engaged children are in class following intervention</li> <li>• New ILP target review evenings for parents and CT PP children's parents attend at same time</li> <li>• ASSESSMENT SEND children who are working below ARE will be assessed against the appropriate earlier year groups KPI</li> <li>• PUPIL PREMIUM STRAND – clarify overlap between children who are PP and SEND</li> </ul>
<p><b>Key Target 4</b> <b>To maintain and develop our engaging, broad and balanced curriculum.</b> <b>-Focus subjects for 2018/19 will be</b> <b>- The Arts</b></p>	<p>Despite praise for the curriculum in Ofsted feedback, leadership want to continue to develop the curriculum. Specific subjects will be in focus this year. Audits will be undertaken in curriculum map, assessment, resources, pupil voice and work, Tracker subject knowledge and subject leader skills</p>	<ul style="list-style-type: none"> <li>• To promote cross curricular links with Art as a focus</li> <li>• To celebrate equality and diversity across our curriculum</li> <li>• For Target tracker to be used consistently for assessment in the foundation subjects</li> <li>• To celebrate and enrich the achievements of PP children through a broad and balanced curriculum.</li> </ul>

**Key Target 1- Maintain a high standard of quality first teaching throughout the academy**

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
Maintain a high standard of quality first teaching throughout the academy	To further encourage teacher self-reflection through the use of Iris and coaching.	Appraisal Target	Appraisal Target reviewed for each staff member in March and October 2019	All Teachers MS/VS	March October	Iris reflection Modification of teaching Appraisal meeting and review	All teachers have target Identify an example of self-reflection during the IRIS coaching sessions that you have noted, acted upon and seen its impact in class.
		All staff film themselves once per term and using as a tool to improve real practice in their classrooms	-regular opportunities and reminders and focus for filming.	All Teachers	6 terms	Contribution and attendance of IRIS Twilight sessions.	Ongoing
		-Staff using 'forms' function to better analyse their reflections and 'edit' function to create	-time allocated to recap functions	All Teachers	July 19	Collect reflection sheets each half term as	Ongoing

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		shorter clips of reflections  -All staff to feel 'confident' with use of IRIS in developing practice by end of 2018/19  -All staff to feel IRIS has impact on willingness to discuss, share and develop practice by end of 2018/19 Share clips in coaching groups to identify strengths and areas for development	-opportunities to regularly use equipment and discuss issues (training new staff)  Complete reflection after coaching conversation	All Staff  All Staff	July 19  July 19	evidence of coaching conversations after filming  Staff Survey  Staff Survey  Lesson obs	Ongoing  Ongoing
	<b>Twilight Focus for the academic Year supporting Quality First Teaching (AIP Targets and Lesson obs)</b>	-Coaching groups to watch section of their reflection together and discuss  -Key practitioners to share short clips	-Run Film Club Twilight meetings each half term with specific focus from AIP/Lesson obs	RS/MH  All staff	Ongoing  Summer 2019	-Repeat IRIS staff survey  -Staff contributing in meetings	Data from survey  Twilight 1 teacher shared clip with the group Twilight 2 clips

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		<p>with staff with same/similar focus as 'good practice'</p> <p>-Staff to be collaborative in developing their practice e.g. sharing of good ideas across year groups/key stages</p> <p>-More staff to feel IRIS at least highly effective in terms of developing practice</p>	<p>-Staff given theory and research to refresh ideas about focus</p> <p>-Time between meetings to film with specific focus as a result of conversations and discussions as a staff</p> <p>-Time built in to ensure staff have chance to feedback and discuss impact of changes made/strategies tried</p> <p>- sharing strategies/good practice including blog posts or print outs, post-it notes etc</p>	<p>All staff</p> <p>All staff</p> <p>RS/VS/MH</p>	<p>Ongoing</p> <p>Summer 2019/ October 19</p>	<p>-reflection sheets</p> <p>-reflection sheets</p> <p>Appraisal targets and Lesson obs</p> <p>Staff board regularly updated</p>	<p>shared with coaching trio</p> <p>Ongoing through Twilights Staff meetings for Maths and English have given opportunities for good practice to be shared across year groups and phases</p> <p>Response from previous lesson observations have fed into the next focus for Twilight 2 differentiation</p>

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	<b>Consistency of teaching in EYFS and KS1 (OFSTED FEEDBACK)</b>	All members of staff including those new to year group working together effectively, sharing good practice and all children in KS1 making good progress.	<p>Observe lessons planned together (peer observations) Shared IRIS</p> <p>Observe other Y1 /EY teachers in other Trust schools.(NQT)</p> <p>Staff meeting time as a key stage to:            *share good practice            *Share resources            *RWinc – good practice(learning environment)            *Classroom environments            *Outside learning environment</p>	<p>Year 1 Year 2 EYFS</p> <p>NQT/Year 1</p> <p>EYFS/KS1/VS</p>	<p>December 18 April 19 February 19</p> <p>February 19</p> <p>July 2019</p>	<p>Discussion regarding practice</p> <p>Feedback regarding visit</p> <p>Increased consistency across classes</p>	<p>EY observed practice at Holmbush. Day out of class provided for the team to reflect on practice and improve planning opportunities for Spring Term. Year 1 to visit this term.</p> <p>Classroom environments shared during learning walk and good practice shared across the year groups.</p>

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		<p>Good practice shared across Key Stage- consistent approach</p> <p>Motor skills /letter formation improvement for all groups</p> <p>Reflection will lead to improved consistency across classrooms</p>	<p>Discovery Time-Staff meeting to share good practice and discuss what is working well across KS 1</p> <p>Year 1/EYFS -Motor skills and letter formation intervention (run across year group)</p> <p>Learning Walk Focus – KS1/EYFS How are we Learning Walls effectively across the year group and across the Key Stage?</p> <p>KS1- book look This has been completed by English and Maths lead</p>	<p>SO to lead EYFS contribute ideas</p> <p>RA/LD</p> <p>VS</p> <p>Moderation Staff Meeting</p>	<p>March 2019</p> <p>December 2019</p> <p>Termly</p> <p>Termly</p> <p>Summer 2019</p>	<p>Effective sharing of good practice in purposeful discovery time.</p> <p>Children’s motor skills will develop across EYFS/Year 1</p> <p>Consistency of environments in next Learning Walk.</p> <p>Consistency in books across KS1 in Maths and Writing book scrutiny.</p>	<p><b>Staff Meeting (22<sup>nd</sup> January)</b> <b>KS1 Focus</b> <b>EYFS – Using outside environments effectively</b> <b>Year 1 – developing Motor skills an intervention/physical phonics</b> <b>Year 2 – Independent evidence/SATS</b></p> <p><b>Shared Moderation across EYFS and Year 1 has had an impact on practice.</b> <b>Spring Staff Meeting-look at EYFS curriculum and demands</b></p> <p><b>Evidence gathered and meeting planned to write a clear policy for transition</b></p>

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		Effective transition from EYFS to Year 1	Transition Project – EYFS to year 1. Review our current model and review our action plan	JC-RA		Effective transition from EYFS to Year 1.	between EYFS and Year 1
	<b>4. Lower performing Middle Attainers in Writing</b>	Middle attainers to make good progress in writing from KS1-KS2	Termly Data Analysis evaluating attainment and progress across year groups (Provision -See English Key Target)	VS/LD	ongoing	Summer 2019	Autumn 2 data analysis Spring 1 data analysis



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	<p><b>ASSESSMENT STRAND</b></p> <p>-All teachers using TT to assess the children in all subject areas.</p> <p>-We assess and update TT 6 times each year in Reading, Writing, Maths and Science. 3 times per year in other subjects.</p> <p>-Teachers use Target Tracker to inform who is on track to meet end of year expectations</p> <p>Teachers use Target Tracker data to inform progress and to write end of year report</p> <p>Teachers use Target Tracker to assess and inform pupil progress data/ILP targets/PP targets and next steps.</p>	<p>-Teachers using TT to assist in teaching. Teachers confidently using data from Target Tracker to inform gaps and areas to address in planning</p> <p>-Staff given Opportunities for moderation of work using Target Tracker</p> <p>-Teachers use Target Tracker data to inform the writing of Interim Report</p> <p>Review effectiveness of Pupil Progress meetings and Intervention timetable</p>	<p>-Staff meeting enabling teachers to identify gaps in learning from current cohort and identify gaps in teaching from last year's cohort</p> <p>-English/Maths moderation in staff meetings.</p> <p>Staff meeting time allocated. Model demonstrated for staff with clear content guidance</p> <p>Ensure groups of learners make good progress.</p> <p>Meet with PP, Senco and Most Able</p>	<p>VS/ALL</p> <p>VS</p> <p>LD/JS</p> <p>VS</p> <p>Ongoing</p> <p>SLT</p>	<p>October 18</p> <p>Termly</p> <p>Term 4</p> <p>Termly</p> <p>November 18</p>	<p>Gaps in learning addressed</p> <p>Consistent approach</p> <p>Feedback from parents</p> <p>Effective provision for groups and effective</p>	<p>Gap Analysis meeting enabled teachers to identify areas to address and Spellings continue to be an area of focus for our academy.</p> <p>Staff meeting</p> <p>Interim Report staff meeting given and all distributed</p> <p>Staff survey regarding the effectiveness of pupil progress meetings Staff Survey -positive</p>

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		Streamline the Pupil Progress Action plan format.  Effective pupil progress meetings where intervention impact is measured effectively  Good practice in Staff meetings to identify ways in which we continue to use TT	Coordinator to ensure a SMART approach to target setting.  Intervention reviewed by SENco/Class teachers. Interventions reviewed for impact	NG/VS/RC/JR	Termly	feedback from teachers.	Effective Pupil Progress meeting further improving support for children.
	<b>PUPIL PREMIUM STRAND</b> <b>Quality First Teaching</b> <b>Measures to ensure good progress</b>	<b>Pupil Premium Children make good progress</b>	PP First- marking PP first- pupil progress discussion TA Target - supporting the meeting of targets for pupil premium children	All Teachers/Teaching Assistants/SLT	Ongoing /monitored  December 2018  Termly	PP children meeting targets and making good progress.	Review CPD targets during TA staff training afternoons – Summer Term Zones of Regulation Training took its place.

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			Regular review of PP targets matched to provision PP intervention timetable shared and regularly reviewed	Pupil Premium Coordinator	Termly		<p>TA Target given – reviewed during TA appraisal</p> <p>PP Targets and Intervention timetable shared with SLT. PP Coordinator to action this for end of year..</p>

## Key Target 2- To maintain the significant improvement in results in English and Mathematics.

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To maintain the significant improvement in results in English and Mathematics	To share good practice and strengthen the links between English and Maths, and support year groups in working together cohesively.	Combined Target: EXS      GD KS1: 78% <span style="background-color: #00FFFF;">13%</span> KS2: 82% <span style="background-color: #00FFFF;">17%</span>	*Run joint English/Maths staff meetings- possible 'Market Place Approach' to enable year groups to share ideas, books and learning journeys.	JS/LD	Throughout the year	End of year results	4 x joint staff meetings in Autumn Term (13/11/18, 20/11/18, 27/11/18, 4/12/18). 1 x maths staff meeting KS2 (sharing resources) 22/1/19 English staff meeting (Reading Focus) 12/3/19 Joint Meeting planned for Summer Term (Market Place)
			*Shared targets/ideas between English and Maths teams.	JS/LD	Throughout the year	End of year results	Going to continue the success of shared targets into next academic year
			*Shared management time between coordinators	JS/LD	Throughout the year	End of year results	(5/11/18,14/1/19, 28/3/19, 20/6/19)
			*Ensure half termly 'book looks' follow similar formats (including feedback).	JS/LD/ JG/VS/ LM/MH	Throughout the year	End of year results	Similar formats have taken place with Spring's book looks set to be joint book looks (8/10/18,11/12/18)

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							(28/1/19 – maths with Triad group) (28/3/19 – maths and literacy separate due to other foci) Summer Term joint book look 20.6.19
			*Parent Workshops across English and Maths.	JS/LD/ Team	Spring Term	End of year results Parent feedback	Maths workshop on Calculation across KS1/2 - 6/2/19 Reading 'Pop ins' commenced in Early Years on 1/3/19 and continuing every 2 weeks. Reading meeting for EYFS 20/6/19
			*Review and update the Developmental marking and homework policies in-line with recent developments and ensure consistencies across year groups and subjects.	LD/JS VS/JG/ MH/BC/ NG/MF/ LM	Autumn Term	End of year results	Complete – new policy handed out 4/12/18
			*Targets visible in books for both subjects	LD/JS	Autumn Term	End of year results Book scrutinies	Complete

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	<b>To continue to develop a high quality learning environment for both English and Mathematics.</b>	For the environment to reflect and celebrate the high quality learning in both English and Maths.	*Learning Walks to have a specific focus (i.e. maths, writing, celebration walls learning walls)	LD/JS	Throughout the year	End of year results	Autumn Term – 13/11/18 Spring Term – 1/4/19 Summer Term – Academy network meeting learning walks- wk beg 24/6/19
			*Celebration of children’s work to showcase English and Maths work.	LD/JS MH/BC/ NG/MF/ LM	Throughout the year	End of year results Learning walks	This was discussed at the Autumn LW and more evidence was seen on Spring LW 1/4/19
			*Learning through Stories display to celebrate cross-curricular links.	All Staff	Once a term	End of year results Book scrutiny Learning walks	Complete for Autumn and Spring Terms Next LTS TBC
			*Review use of Learning Walls and share good practice across year groups and subjects.	LD/JS	Throughout the year	End of year results Learning walks	Was a focus of the LW on 13/11/18
	<b>To maintain above national standards in reading, writing and maths.</b>	<b>Key stage one</b>  Reading 89% 29% Writing 86% 18% Maths 87% 26%  <b>Key stage two</b>	*Booster Groups for years 2-6 to target particular areas of concern identified in PP meetings	JS/LD & Y2, 5, 6 teachers	Spring Term	End of year results	Year 5: Grammar focus & maths focus Year 6: Writing focus & maths (review) focus Year 2: Writing focus & maths focus

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		Reading 88% 40% Writing 87% 25% Maths 87% 35%	*Run parent workshops to strengthen learning and communication at home	LD/JS Team	Spring Term	End of year results Parent feedback	Maths workshop on Calculation across KS1/2 - 6/2/19 Reading 'Pop ins' commenced in Early Years on 1/3/19 and continuing every 2 weeks. Reading meeting for EYFS 20/6/19
			*Use of Target Tracker to record evidence against statements and for moderation purposes	EYs/Year 2	Throughout the year	End of year results TT audit	Ongoing
			*Use half termly planning scrutinies to ensure learning objectives and steps to success are specific and linked to TT	SMT	Throughout the year	End of year results	Planning scrutiny 25/3/19 showed good evidence of progress between scrutinies. Feedback given to staff 26/3/19
			*Use half termly 'book looks' to ensure coverage of skills.	JS/LD/ JG/VS/ LM/MH	Throughout the year	End of year results	Similar formats have taken place with Summer book looks set to be joint book looks (8/10/18,11/12/18) (28/1/19 – maths with Triad group)

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							28/3/19 – separate maths and literacy Summer Term joint book look 20.6.19
			*To use target tracker effectively to identify gaps in coverage and children’s understanding- gap analysis	JS/LD All staff	Throughout the year	End of year results	TT used to support development and moderation in maths/English. Gap analysis to happen in Summer Term
			*Exemplification materials and frameworks to be used effectively by SATS year groups (children and teachers) and TAs	Year 2/6	Throughout the year	End of year results	On-going throughout the year. Evidence in books. Peter Campbell- West Sussex English Advisor lead a standardisation exercise using the ‘Standards & Testing Agency writing training exercise’.
			*Use of Iris to improve reflective practice	All teachers	Throughout the year	End of year results IRIS twilight sessions	On-going throughout the year. (17/9/18, 12/11/18 20/1/19 11/3/19 20/5/19 – focus on snack-size teaching, 24/6/19)



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							Used for transition purposes in writing- 17/6/19
			*Discuss and confirm use of choices in planning- challenging, super challenging etc. Produce an example timetable to support year groups in covering spelling and fluency in addition to 5x Maths and English sessions per week.	JS/LD/VS	Spring Term	End of year results Planning scrutiny	Not completed. A priority for Autumn 2019
	To celebrate and enrich the achievement of pupil premium children in English and Mathematics.	PP children will be celebrated through work on display and assemblies.  Opportunities will enrich and improve their learning.	*Run an enrichment afternoon to include English and Maths activities (key coordinator leads to devise a plan of activities).	NG - Staff	Summer Term	End of year results	Not completed. A priority for Autumn 2019
			*Focussed target setting and questioning	Teachers	Throughout the year	End of year results Planning and book scrutiny	On going
			*Ensure opportunity is given to enter competitions and celebrate achievements in and outside of school	Coordinators	Throughout the year	End of year results Pupil voice	On going SALT maths competition discussed at last (26/3/19) SALT leaders meeting – proposed for Summer Term

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							West Sussex writing comp launched- 1/2/19 Illustration competition launched- 7/3/19 Ready steady read launched- 4/3/19 Year 2 locality Book battle- 18/6/19 Ardingly Maths competition 13/6/19
			*Focused support provided for SATS/Phonics	Year1/2/6 teachers – RC/CL	Throughout the year	End of year results	Children targeted through Booster Groups & interventions. Phonics through RWI interventions and TA support
			* SMT to meet with PP coordinator termly and conduct book scrutinies with specific focus.				Ongoing Autumn Term meeting Meeting arranged for new academic year
<b>To monitor the slight gender imbalance in</b>	Decrease the gap in achieving expected	*Focused TA support *Use of TT to track key children *Use booster groups effectively	All teachers	Throughout the year	End of year results	On-going Addressed in pupil progress meetings.	

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	<p><b>attainment and progress across the academy in reading, writing and mathematics with a particular emphasis on:</b></p> <p><b>Reading:</b> Year 1- Boys: 89% Girls: 96% Year 2- Boys: 91% Girls: 84% Year 5- Boys: 78% Girls: 89%</p> <p><b>Writing:</b> Year 4- Boys: 75% Girls: 88%</p> <p><b>Mathematics:</b> Year 2- Boys: 93% Girls: 82%</p>	standard at the end of KS1 and KS2.					Data shows high imbalances across the year groups which we are addressing with the teachers and year but there is no dominant trend across the school (some year groups boys are higher other year groups girls are higher). Relevant year groups talked to about focusing their interventions appropriately.
	<b>English specific</b> <b>To embed the improved current cross curricular planning format incorporating no nonsense spelling sessions,</b>	To strengthen correct use of learning objectives and steps to success in reading and writing.	<p>*Embed new planning format in KS1 and KS2</p> <p>*Adapt and introduce new planning format into Early Years</p> <p>* Update writing purposes and key texts overview in each year group 27/11/18</p>	LD/MH/ NG/BC		<p>Lesson observations</p> <p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Lesson observations</p>	New planning formats in use across the school-confirmed in planning scrutiny 25/3/19

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	<b>punctuation and grammar across all year groups.</b>		<ul style="list-style-type: none"> <li>* Half termly staff meeting to review and share L.O and S.T.S across year groups 4/12/18</li> <li>* Use half termly planning scrutinies to ensure learning objectives and steps to success are specific and linked to TT</li> <li>* Use half termly 'book looks' to ensure coverage of writing purposes, skills and use of key texts.</li> <li>* Provide staff with CPD with a focus on planning from Peter Campbell (beginning with years 4 and 5). Each year group to receive ½ a day planning time with Peter (year 6 to work with Steve Streeter next Academic year)</li> <li>* Produce an example timetable to support year groups in covering spelling and fluency in addition to 5x Maths and English sessions per week.</li> <li>* Staff meeting time to provide guidance on guided reading- literature circles- visual literacy (12/3/19)</li> <li>* Ensure spelling sessions (and use of journals) are taking place regularly</li> </ul>			Spelling 'pop ins'	<p>Writing purposes and key texts updated 27/11/18 Meetings ongoing</p> <p>Planning scrutiny taken place in SMT – 1/7/19</p> <p>Book looks have shown good coverage (8/10/18,11/12/18)</p> <p>CPD has taken place in years 4 and 5- Autumn term Year 1 and 2- Spring term and EYFS Summer term</p> <p>CPD staff meeting training on reading- 12.3.19</p> <p>Book looks have shown increased, regular spelling</p>

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							<p>sessions and use of journals.</p> <p>20.5.19 Feedback from book scrutiny staff meeting</p> <p>Peter Campbell- West Sussex English Advisor lead a standardisation exercise using the 'Standards &amp; Testing Agency writing training exercise'.</p>
	<p><b>English specific</b> To monitor differences between reading and writing attainment with a particular emphasis on middle achievers.</p>	<p>To ensure continued high attainment in reading and writing across the school.</p>	<p>*Use TT to identify children in key year groups who are making below expected progress.            * Track these children carefully through book scrutiny and class based formative assessments            * Ensure children receive targeted support in lessons            * Ensure children have opportunity to enter competitions            * Ensure differentiation for targeted children in planning            * Use of Suffolk analysis to identify significant discrepancies between reading and writing            *Regular moderation and standardisation of children's work</p>	LD/MH/NG/BC		<p>End of year results            TT audit            Book/planning scrutiny            Moderation</p>	<p>Ongoing</p> <p>Teachers and year groups made aware of 'At Risk' children</p> <p>West Sussex writing comp launched- 1/2/19            Illustration competition launched- 7/3/19            Ready steady read launched- 4/3/19- open to all and each</p>

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			<p>*SALT locality competitions</p> <p>*SALT network to compile examples of children's work at each stage</p>				<p>with a different focus</p> <p>Competition launched 14/1/19 SALT meeting moderation 15/1/19, 30/3/19</p> <p>SALT literacy group created google docs to share examples of work-20/3/19</p> <p>Locality Book Battle competition 18.6.19</p> <p>Differentiation seen in lesson obs and planning and resources- Summer lesson obs</p> <p>Peter Campbell- West Sussex English Advisor lead a standardisation exercise using the 'Standards &amp; Testing Agency writing training exercise'.</p>

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							Year 2 and 6 have attended locality moderations  Moderation staff meeting with Blackthorns- 30.4.19
	<b>Maths specific</b> To continue to promote the profile of maths and to maintain standards across the school.	See end of KS2 maths targets	Lesson drop-ins -2-3 mornings out in Spring or Summer Term to monitor teaching of mathematics	JS/Vs/MS		End of year results	This did not happen in a formal way as part of lesson observations. Hopefully there will be an opportunity for maths observations next year. To compensate for this, JS/LM/LD have conducted informal learning walks as part of the network academy meetings and the Sussex Maths Hub triad.
			Times Table Rockstars to be implemented and monitored as a 'paper' exercise twice a week in Year 3 & 4 (once in Year 2)	JS/Year 2/3/4 teachers			All set up and in progress. This has been moved to a new level with new weekly/monthly

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			Staff Meeting on Linear and Non-linear problem solving	JS/LM			individual and class competitions
			CPD courses for teachers and TAs	JS			Slight switch in agenda but 3 x staff meetings re Maths have occurred
			Monitor the White Rose Assessments every term and look at effectiveness of fluency and problem solving	JS/LM			Rachel Anscombe/Charlotte Griffiths on 2 day maths course. Sophie Gorrige on NQT maths course. James and Liz have joined Sussex Hub Triad. Sarah Vallance on STEM sentences course Marcus Fox and Sophie Gorrige on bar modelling course.
							Looked at in Summer Term



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			Look at groups of children on TT to evaluate effectiveness of interventions and	JS/VS			Looked at in Summer Term

**Key Target 3- To further develop SEN provision to ensure the best progress for pupils.**

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
To further develop SEN	1. Lack of clear picture or/ data of what impact interventions have (Only verbal feedback in PP meetings so far).	An impact evaluation of how engaged children are in class following intervention More children evaluated as highly engaged with positive self-image	Create pre/post assessment for attitude to learning to be used for all interventions. - Autumn Term  TA's to be able to take responsibility over the pre-post assessments in their interventions – pre complete, mid-point partially complete, post will be complete in summer term	JR  TA's CT's	Sept and July	Comparisons made between pre and post Create some headlines Draw conclusions and interrogate the data to improve provision for following year	Initial stage of pre-intervention assessment completed and conversations between CT and TA taken place. Rather than waiting till end of year for impact picture now plan to complete a mid-point at Feb half term.
	2. Intervention can be a stand-alone event with little impact in class without Class teacher oversight	CT to see evidence of children being more engaged and ready to learn following an intervention	CT to populate children in their class against the Engagement Matix – for Autumn Term Pupil Progress meetings CT to be involved in discussions about children pre/post assessments and see evidence of impact- mid	CT JR	Termly	Measure changes between spring and summer PP meetings	Autumn 2 Pupil Progress meetings included all CT completing engagement matrix for SEN and PP children. Initial analysis shows high correlation between those children at earliest stages of engagement (participating only) and those working below

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			point being undertaken now Spring term				age related expectation. Started initial drawing inference about possible reasons and possible solutions – more CT time with these children or intervention in learning sequences directed by CT. Pupil conferencing used to unpick barriers and develop more positive image of them as learners? – Trialled – feedback from class teacher...” I had a go at conferencing, along with the TAs in Year 5 with three girls lacking in confidence. We chatted as a group, reflecting on things which can make us lose confidence (particularly in our Maths learning). The girls enjoyed having a chat and did not struggle to come up

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							with ideas. They had 3/4 sessions during assembly slots. Suggestions for the future: Do the sessions on a 1:1 ratio. Create a booklet with a notes page for each session. The child could fill this in, writing down what we chatted about and possible targets/things to do for next session. Maybe a scale showing confidence before and after sessions - to show impact?
	3. ILP meeting system is no longer fit for purpose due to	New ILP target review evenings for parents and CT	Staff meeting to write their targets with SENCO oversight – date set for term 4 (26/3/19)	CT	Summer Term	Survey to parents and teachers to gain their evaluation of new system	All parents and carers informed of the proposed changes with

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	number of children on SEND register	PP children's parents attend at same time	Practice of writing targets (26/3/19) Consult parents at SEND coffee morning of the changes – sent letter out to all SEND parents – (4 <sup>th</sup> January 2019) await feedback and attendance to first SENCO SURGERY (feedback sought 7 <sup>th</sup> Feb no concerns) First one to be held 2.4.19)	JR			no negative feedback to idea so far. Dates and structure of meetings decided and new Senco Surgery and SEND parent coffee morning in diary and shared with parents. Await feedback from survey once new structure trialled in term 4 – 'How helpful new coffee mornings? – 88% very or extremely helpful. Rating of new SEND parents evening – 55% 5 out of 5, 9% 4 out of 5, 37% 3 out of 5.
	ASSESSMENT STRAND – Inconsistent use of target tracker to assess children on SEND register who are working below ARE	SEND children who are working below ARE will be assessed against the appropriate earlier year groups KPI Progress can be accurately reported	Analyse how many children are below ARE across the school - pp meetings and termly data capture – Autumn and Spring (24 in Reading in Autumn, 22 in Spring, 36 in writing in Autumn, 32 in spring, 30 in maths in Autumn and 26 in Spring ) No longer any child working below who	CT	Termly	? How will this be shown in our data steps progress when it is within CT will record below ARE children still within steps but with more informed/realistic information	Pupil Progress meetings engaged all CT in assessing their children against ARE and conversations focused on only using previous ARE for significant SEN needs - 24 ch year 1-6 below ARE on SEN register in Aut 2 data. Summer 1 data -

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			is not captured on the SEND register. Discussions about agreed systems of showing progress on KPI's– Staff meeting time (if all KPIs are met then they can move on) - Spring staff meeting 26/3/19 as part of new ILP review evening preparation. CT to trial use of KPI for below ARE children on target tracker – evidence at Spring PP meetings on going to be captured in Summer term too				Inconsistent picture of KPI use so far to show progress for this group – staff meeting time needed to discuss further with CT.
	PUPIL PREMIUM STRAND – need to clarify overlap between children who are PP and SEND	Clear picture PP and SEND provision Interventions for PP children are being evaluated	Add PP children to Provision map Use Pre/post assessment and Engagement Matix. Review how Pupil Premium children provision is communicated with parents consistently – added provision to those who overlap with SEN on their ILPs Spring term	JR/RC	Half termly meetings	Measure changes between spring and summer Pupil Progress meetings	Pupil Premium Children on Engagement Matrix Joined up systems for showing provision not yet explored as currently perform different functions for coordinators.

### Key target 4-To maintain and develop our engaging, broad and balanced curriculum

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there?  Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
To maintain and develop our engaging, broad and balanced curriculum	1.To promote cross curricular links with Art as a focus	<p>-Planning shows an updated progression of skills and a wider range of media. March 26<sup>th</sup> 2019</p> <p>-For Artwork to be a product of a process. February 25<sup>th</sup> 2019</p>	<p>-Audit art skills taught and progression of skills through the curriculum Review curriculum maps February 2019 Update according to skills progression March 26<sup>th</sup> 2019</p> <p>-Identify key areas for staff CPD training opportunities February 25<sup>th</sup> 201-</p> <p>-Use of Access Arts subscription to deliver</p>	<p>Nicki KT team</p> <p>Nicki KT team</p> <p>VS/RS</p>	<p>JA's Good practice slot (Nov)</p> <p>By Spring</p> <p>Spring Term (good practice sessions)</p> <p>End of Summer Term</p>	<p>Updated curriculum map for Art</p> <p>Updated medium term plans</p> <p>Staff and TA meetings</p> <p>Pupil's learning journals</p> <p>Displays around school</p> <p>Planning and book scrutiny Book scrutiny on 28<sup>th</sup> March.</p>	<p>Audit of art skills completed in good practice at staff meeting. March 26<sup>th</sup> Areas identified for further CPD training e.g textiles Ongoing- Art Co-ordinator to have 1 day supply to update February 2019</p> <p>Time arranged to meet as an Art Working party. Staff meeting planned in February to show staff about Access Arts. INSET on sketchbooks completed</p>

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		<p>-Strong cross-curricular links to include art</p> <p>-Strong links with local Arts communities and outside agencies.</p> <p>Links with the IT curriculum</p>	<p>short CPD sessions on art processes</p> <p>-Learning through stories to have a piece of art as stimulus alongside a text 1<sup>st</sup> April 2019</p> <p>-Create community links with arts organisations (Oathall, Ditchling, Wakehurst) March 28<sup>th</sup> 2019</p> <p>Create links with IT curriculum and highlight this in the Learning Journey.</p>	<p>JA/RS/NC</p> <p>JA/VS/RS</p> <p>JA/RA</p>	<p>Spring Term</p> <p>Summer Term</p> <p>Summer Term</p>	<p>Planning scrutiny on Monday 25<sup>th</sup></p> <p>Learning Walks Learning through Stories Display to be completed in April.</p> <p>Displays around school Photos Pupil's books</p> <p>Website</p> <p>Photos and displays of experiences</p> <p>Medium Term Plans. Learning walks</p>	<p>Feedback to staff in March.</p> <p>Initial discussions with Oathall teacher about ART sessions. Email communication completed in March 2019</p>
	2. To promote cross-curricular links through music and performance.	-Reviewed and updated curriculum map using topic based songs and	Introduce new scheme on charanga and change topic headings.	HM/JA	Spring Term	Updated medium term plans	Initial discussion with Music Co-ordinator to highlight need to



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		<p>progression of skills mapped across year groups.</p> <p>Strong cross curricular links with Music -A variety of musicians studied to reflect equality and diversity.</p> <p>Children’s work celebrated through performance</p>	<p>Dedicated staff meeting time to share good practice.</p> <p>Learning through Stories week using a piece of music as a stimulus.</p> <p>Provide opportunities for “performance” through assemblies.</p>	<p>All staff</p> <p>HM/JA and All staff</p> <p>HM, JA and all staff</p>	<p>Summer Term</p> <p>Summer Term</p>	<p>Photos of experiences and performances</p> <p>Displays and photos</p> <p>Website Include photos of music/drama being taught around the school.</p>	<p>update Charanga on medium term plan.</p> <p>Staff introduced to new medium term plan- 2<sup>nd</sup> July</p> <p>Ongoing</p>
	3. To celebrate equality and diversity across our curriculum	-School curriculum reflects celebration of equality and diversity .March 5 <sup>th</sup> 2019	- Display in central place featuring key <i>texts used to promote equality and diversity.</i>	All teachers	February half term	‘Celebrating difference’ display <i>in central place.</i>	Equality week allocated in the school calendar- week beginning 28 <sup>th</sup> January.

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		<p><i>Key texts used to promote diversity and equality</i></p> <p>-Artists studied reflect wider range of cultures</p>	<p><i>Children's Mental Health week will be designated to promote equality. Each year group will cover a different topic through basing work on a particular book. March 2019</i></p> <p>- Review Art curriculum map for opportunities to study art from other cultures March 26<sup>th</sup> 2019</p>	<p>All teachers</p> <p>All teachers</p>	<p>4<sup>th</sup> February – 11<sup>th</sup> February</p>	<p><i>Celebrating differences display in all classrooms demonstrating work completed that week. March 2019</i></p> <p>-Curriculum map updated to reflect key texts</p>	<p>PSHE CO-ordinator has had 1-day supply to sort key texts and promote Equality throughout the school.</p> <p>A display to be arranged to reflect the work in Equality Week January 2019</p>
	<p>4. Assessment For Target tracker to be used consistently for assessment in the foundation subjects</p>	<p>Using Target Tracker to assess all the foundation subjects</p> <p>Statements reviewed in all foundation subjects</p>	<p>Audit statements in TT and ensure the subjects match our curriculum map/ Staff meeting time to discuss gaps in teaching against target tracker statements. Link the charanga scheme to the target tracker statements teachers are assessing.</p>	<p>All subject leaders presenting to all staff</p>	<p>Summer Term</p>	<p>All staff assessing consistently in all subjects and data presented in year group progress meetings. Able pupils identified and progress of PP children.</p>	<p>Subject coordinators have started to look at TT statements.</p> <p>Ongoing work.</p> <p>Ongoing</p>

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	5. Pupil premium  To celebrate and enrich the achievements of PP children through a broad and balanced curriculum.	To celebrate PP children's work through display, assemblies and series of rewards. To give PP children opportunities that will enrich their learning.	To ensure opportunities are given to PP children to enter competitions and to celebrate achievements in and out of school. Encourage PP involvement in a variety of subjects.  Promote Pupil Premium parents to engage in school trips/visits when they offer to help  SMT to meet with PP Co-coordinator to conduct book scrutinies. January 2019	RC/JA  RC  RC  JA/RC and SMT team	Spring Term      Spring Term	Photos of experiences  PP children to share piece of work with their Hero.     Children's books Pupil premium book scrutiny in SMT meeting in January Areas of strength and development identified and fed back to staff.	Ongoing  PP children to have a junk modelling day on March 29 <sup>th</sup>  Discussion of PP children during progress meetings at the start of every term  More PP parents invited on school trips March 2019  Updated information on the website