



**LINDFIELD PRIMARY ACADEMY**  
**ACADEMY IMPROVEMENT PLAN**  
**2018-19 SUBJECT ACTION PLANS**  
**REVIEWED JULY 2019**



Art and Design

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Website page	Website shows exciting examples of art work in action.	Add photographs of Art work to the Website gallery. Photograph lessons during pop ins and displays.	NC	Release time	Uploaded photographs of the Arts Open afternoon and current examples of work into the gallery.	Met
2. Coverage- (Teaching and planning)	Units of work in curriculum map will be realistic and manageable.  Units of work will be matched to Target Tracker statements.  Areas for support will be identified. Staff can use Art virtual portfolio to view HA, MA, LA work as bench	Key Target group to look at cross curricular links, units of work in the re-developed curriculum map. Look at sample sketch books (HA, MA, LA) and work from KS1. Look at end of unit examples of work across year groups. Look at planning in Learning Journeys and weekly plans to check for skills coverage. Pop into Art lessons. Work with year groups as necessary with skills and planning ideas. Scrutiny of art work to identify areas requiring support. Art Virtual portfolio is available with examples of high, average	NC + KT group  NC  NC  All		Key Target group worked with whole staff to evaluate and amend units of work, resulting in an updated skills map. Inset was lead on developing sketchbook work. Subscription to AccessArt has been bought. Teachers are much more confident at accessing these materials for sketchbook work and using these to develop units of work. Art Virtual portfolio has been updated with current examples of work.	Met

	marks to work towards.	and below average samples of work. (Staff to make work available for NC to photograph.)				
3. Assessment (Target Tracker)	Target tracker will show evidence of progression.	Key Target group to correlate the statements and units of work together. Check Target Tracker to identify areas of strength or weakness. Support teachers with skills or ideas where necessary.	KT group  NC		A series of staff meeting times were used to work with year groups to develop cross curricular units of work and skill development. Teachers were supported when necessary. Teachers are checking art progress on Target Tracker each term.	Partially met
4. Promote subject	High quality and informative displays, celebrating art work around the school.  Teachers and children are enthusiastic about teaching and learning.  Arts Mark to be re awarded.  Staff will be clear about what skills will	Continue to allocate display boards and change regularly. All staff to add a 'learning journey' description of the process of the work. Use Art Virtual Portfolio on P drive to inspire art projects and raise standards. Staff to offer photographs of high standard work to save as good examples. Identify lead teachers 'Art Experts' in each year group to inspire and support.  Work towards Gold Arts Mark  Staff meeting to provide time for year groups to evaluate/highlight	NC and all staff  NC and VS		Standard of display is very high. Teachers are voluntarily requesting boards when they have new work to celebrate. Staff are annotating work well with the story of the process. Art Portfolio updated. Confident teachers of art naturally support the year group in developing the units of work. I have also supported with this.  The statement of Commitment has been submitted to ArtsMark and we are now working on the case study.	Met  Partially Met  Met

	be taught and artists used. Exciting and meaningful projects will be developed through a topic approach.	skills and experiences covered. Planning time provided to link skills teaching with topic themes and to find relevant artists to support stimulus lessons.	NC and all staff	Staff meeting time	Staff meeting time has been allocated for skills and experiences to be highlighted and reviewed. This has resulted in a reviewed scheme of work and skills map.	
5. Enrichment (More able/Pupil Premium/SEN)	Art enrichment afternoon to be enjoyed by all children who select it.	Run an art session as part of the enrichment afternoon. Teachers will use Virtual Art portfolio and 'lead art teachers' to identify and support children with a talent for art. PP Art/craft afternoon offered. SEN pupils supported with alternative media when appropriate.	NC and all staff		Very successful bird sculpture workshop was led by Oathall art teacher. Teachers identified talented children to attend. PP children enjoyed a designing day enrichment programme. Children have been supported and their achievements celebrated in our wonderful displays. Photographs of the children taking place in Arts week are evidence that ALL children were able to access and achieve in art projects.	Met

Computing

Targets	Success Criteria/ Outcomes	Tasks	Person (s) Responsible	Resources/ Time/ Finance	Evaluation/Review	Completed Target? Met/ Partially Met
6. Website	Ensure all statutory information is on the website Staff use website effectively.	<ul style="list-style-type: none"> <li>• Check statutory information is present and up to date.</li> <li>• Liase with Trust website team.</li> <li>• Check year content is up to date.</li> <li>• Provide curriculum and E-Safety information on Computing Web page.</li> <li>• Evaluate and make changes to the website.</li> <li>• Post information about forthcoming events.</li> </ul>	RA	10 mornings release time to complete tasks. No money in budget for training or additional equipment	There have been changes to the Trust Web Team but all is going well. Year group content is up to date. Curriculum areas continue to needs some attention. Computing area now includes Digital Leasers.	Met but to be continued into next academic year.
7. Coverage- (Teaching and planning)	Computing NC will be taught across the school.  Ensure effective E-safety training for pupils, staff and parents.	<ul style="list-style-type: none"> <li>• Support teachers in following the PurpleMash scheme of work.</li> <li>• Oversee delivery of computing curriculum</li> <li>• Arrange CPD opportunities for staff to utilize IT across the curriculum.</li> <li>• Keep up-dated of statutory requirements and ensure they are being met.</li> <li>• Provide E Safety training for all staff and ensure they are aware of statutory requirements.</li> <li>• Investigate becoming an E Safety ambassador</li> <li>• Hold an E-safety workshop for parents.</li> </ul>	RA		<p>All year groups were shown how to access the scheme of work on PurpleMash. Paper copies have also now been distributed for the next academic year. Most year groups are following the scheme of work correctly.</p> <p>All staff are clear on statutory requirements for E safety and have been fully trained using the online CPD. 2 E safety workshops have been held, although both were</p>	<p>Met Continue to further develop CPD for staff next year.</p> <p>Digital Leaders and Spheros to become</p>

	Provide new and exciting resources to promote the teaching / learning of ICT	<ul style="list-style-type: none"> <li>• Ensure adequate virus protection is installed.</li> <li>• Investigate the possibility of sponsorship / grants to purchase robotic equipment eg, Lego Robots, BeeBots</li> </ul>			poorly attended. I haven't looked into becoming an ambassador because I was successful in in the Digital Leader grant and have been focusing on getting that set up since Christmas. The children have now completed the training and a couple of groups have given an assembly to KS2. I was also successful in my grant for Spheroos which I received towards the end of the summer term. I have 2 staff meetings booked out for training from an external agency. Look into the possibility of another Promethean training session through the Trust.	targets next year.
8. Assessment (Target Tracker)	Pupil progress will be recorded and monitored on Target Tracker	<ul style="list-style-type: none"> <li>• Check Target Tracker statements are being completed.</li> <li>• Use data analysis to check for gaps in assessment.</li> <li>• Offer PurpleMash / curriculum training after school for interested participants (no staff meetings available).</li> </ul>	RA		Gap analysis showed some areas where children appeared to be struggling. I need to ensure teachers fully understand what each criteria mean.	Ongoing
9. Promote subject	Share what we are doing with the academy community	<ul style="list-style-type: none"> <li>• Identify and utilize community links.</li> <li>• Offer curriculum evenings on computing curriculum and E Safety</li> <li>• Participate in Computer Science Week</li> <li>• Participate in Internet Safety Day</li> <li>• Publicise events that have taken place in local media.</li> </ul>	RA		2 E safety meeting held this year in addition to a curriculum meeting. Area of website looks good and computing has featured as a news item on several occasions. Community grant (Comber's Trust) to fund Digital Leaders programme. We participated in the national E Safety day and Computer Science	Met

					week. I haven't yet written a piece for Lindfield Life but have written a piece for the newsletter.	
10.Enrichment (More able / Pupil Premium / SEN)		<ul style="list-style-type: none"> <li>• Establish E-Safety Cadets (community funded)</li> <li>• Participate in community events</li> <li>• Provide enrichment event for More Able</li> <li>• Advise teachers on how to support SEN, making provision as necessary</li> </ul>	RA		I have established Childnet Digital Leaders which runs as a lunchtime club. 2 groups have led an assembly on E Safety, with the rest to follow. When asked, I have given advice on how to support More Able, SEN and PP children	Partially met

Design and Technology

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
<p>11. Website page</p> <p>To create a Design and Technology page on the Academy website.</p>	<p>Introduction to Design and Technology and evidence of work on the website.</p>	<p>-To source and create a gallery of Design and Technology work from every year group.</p> <p>-To write a short description of the subject and summary of the whole school map.</p>	<p>JR</p>	<p>Time to create a web page.</p>	<p>A Design and Technology page has been added to the Academy website including an updated curriculum map and a school vision for the subject. Gallery still to be sourced.</p>	<p>Partially Met</p>
<p>12. Coverage</p> <p>To ensure children understand and apply the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Children will be creating a range of predominantly savoury dishes with a good understanding of what constitutes a healthy diet.</p>	<p>-To liaise with Science and Healthy Foods Coordinators to establish links between subjects</p> <p>-To ensure the principles of a healthy diet are displayed in the school.</p> <p>-To review the revised cooking topics throughout the school considering children's learning about nutrition.</p>	<p>JR/JG/CW</p>	<p>Time to meet with coordinators.</p>	<p>Each year group has been provided with chart of Practical Food Skills which have been added to curriculum folders.</p> <p>The food based learning has been discussed, updated or changed with each year group.</p> <p>Resources to support the teaching of a healthy diet have been sourced or purchased.</p> <p>Healthy diet displays need to be replaced or updated.</p>	<p>Met</p>



<p>13. Assessment To develop the assessment of Design and Technology skills and knowledge.</p>	<p>Staff will be able to use Target Tracker to assess children's progress in DT and inform planning.</p>	<p>-To compare and edit Target Tracker statements to be in line with the Academy curriculum map.</p>	<p>JR</p>	<p>1 day supply to match target tracker statements to curriculum map.</p>	<p>The target tracker statements for each year group have been compared to the whole school plan for Design and Technology. Gaps in learning have been discussed with year groups and the plan has been updated to include topic relevant learning experiences that cover all tracker statements.</p>	<p>Met</p>
<p>14. Promote To develop children's awareness of Design and Technology in the world around us.</p>	<p>Children will understand how key events and individuals in Design and Technology have helped to shape the world. Children will be given more opportunities to explore and analyse real products.</p>	<p>- Establish a design hero for every Year group. The heroes must cover a range of skills; cooking, fashion, graphics and product design. The heroes should be diverse and include both modern designers and those from the past. -Provide resources and display design heroes to support teachers introducing Design and Technology teaching. -Revisit 1 topic per year group considering possibilities for analysing products. -Provide Year groups with images/ products and guidance</p>	<p>JR</p>		<p>Every year group has a design hero relevant to their topic based learning experiences. Design heroes have been displayed. Each year group has been provided with a PowerPoint introducing the children to a designer.  Still need to address providing children with more opportunities to explore and analyse real products.</p>	<p>Partially Met</p>

		on encouraging children's skills of evaluation.				
1. Enrichment To ensure all children are provided with the equipment that will enable them to participate in cutting and joining activities.	Children needing physical support or with poor motor control will have the necessary equipment. Children will have opportunities to sew during enrichment afternoons.	-Children showing a particular DT talent or enthusiasm will have opportunities to attend Masterclasses at Oathall Community College. -Sewing activity to be part of an Enrichment afternoon. -Establish list of children with extremely poor motor control and order table top scissors, self-opening and spring back.	JR/ JR	£100 SEN scissors	Oathall Community College Masterclasses were not available during this academic year. Self- opening spring back scissors available in EYFS and KS1. An enrichment afternoon will take place in the next academic year.	Partially Met

Geography

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Website	Continue to update website with examples of Geography to reflect the learning in school.	1. To continue to evidence examples of learning in Geography through use of photos, samples of children's work. 2. To submit information to website team to upload to school website.	S.G.	1. Request to staff for pupils work and photographs of children working in Geography, through staff meeting and email. 2. Learning walk to take photos of ongoing work and displays. 2. Collation of website page in collaboration with Curriculum map team.	* Absent from work for extended period with a phased return for medical reasons.  The Geography webpage reflects children's learning and work in school. The curriculum statement is currently being updated to reflect the new Ofsted framework.	Partially met
2. Coverage- (Teaching and planning)	To ensure through the teaching of Geography key skills there is continuity, coverage and progression	1. Review of curriculum map with each year group, focusing on the learning journey and coverage of skills taught linked to target tracker. 2. Audit teaching plans to check coverage of key skills within	S.G. and J.A.  Curriculum map team	1. Audit of medium term skills and learning journeys, use of subject leader time. .5 days supply.	* Absent from work for extended period with a phased return for medical reasons.  Monitoring of learning journals reflect links to learning journeys. Further	Partially met

	<p>through each year group.</p> <p>To encourage a creative approach to teaching Geography and build links with the English curriculum.</p>	<p>topics through intended outcomes and differentiation.</p> <p>3. Scrutiny of books - take in a sample of pupil books to monitor achievement, continuity and progression.</p>		<p>2. Audit of teaching plans.</p> <p>3. Scrutiny of pupils books.</p>	<p>consideration needs to be given to ensuring progression in skills through the key stages.</p> <p>Geography conference attended by J.Ashmore. The conference included input on developing learning through enquiries and thereby building links with English.</p>	
3. Assessment (Target Tracker)	<p>Use of target tracker for assessment, to show evidence of progression.</p>	<p>1. To continue closely look at where target tracker statements are placed within year groups and see which statements match our curriculum map and which might need moving, to enable staff to effectively record judgments.</p> <p>2. To involve Year group teams in sorting statements to ensure they are planning to enable teaching appropriate subject coverage.</p> <p>3. To inform management so adjustments can be made to target tracker as appropriate.</p> <p>4. For staff to use target tracker for regular assessment of Geography.</p>	<p>S.G.</p> <p>Curriculum map team</p>	<p>1. 1 day's supply to look at target tracker statements and match to curriculum map.</p> <p>2. Staff meeting for staff to match target tracker statements to year group.</p> <p>3. .5 day's supply to manage and notify of necessary changes to target tracker.</p> <p>4. Use of subject leader time to</p>	<p>* Absent from work for extended period with a phased return for medical reasons.</p> <p>Ongoing monitoring of target tracker shows progression in children's attainment with at least 80% in each year group meeting age related expectations.</p> <p>Monitoring of coverage of target tracker statements identifies areas of coverage to be addressed.</p>	Partially met

		5. To monitor school assessment of Geography to inform further actions.		monitor assessment.		
4. Promote subject	To have a themed Geography display in school reflecting different work going on across year groups	1. To invite staff to contribute pupils work/photographs for a Geography display board on a themed display eg mapping 2. To include a 'news' clip showing news report on any relevant event linked to Geography eg a tsunami	S.G.	1. Allocation of display board to Geography. 2. Staff meeting and email to invite contributions from staff. 3. Mounting of display.	All Year groups have had evidence of Geography themed/linked displays, in class or in the corridor. Whole school display focus has been driven by 'Learning through Stories' weeks. Further consideration needs to be given to how promote Geography through display.	Partially met
5. Enrichment (More able/Pupil Premium/SEN)	Themed Geography enrichment afternoon to be enjoyed by all children who select it.	Run a themed Geography session as part of the enrichment afternoon.	S.G.	1. Identification of themed activity. 2. Preparation of activity, with differentiation to suit pupils needs.	This event was postponed as the academy focus went on 'Arts Week' linked to a key target instead.	Not met

Happy Playtimes

Targets	Success Criteria/ Outcomes	Tasks	Person (s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
Playground equipment	New equipment in KS1 and KS2 playgrounds	<ul style="list-style-type: none"> <li>• Audit current equipment in KS1 and KS2 cabins</li> <li>• Negotiate with So a fund from Sports Premium to purchase new equipment for both playgrounds</li> <li>• New equipment to be purchased</li> <li>• Investigate large outdoor construction kit for KS1 playground, funded through a whole school sponsored activity</li> </ul>	BC  BC/SO	£500  ?	<p>New playground equipment was ordered but a new one needed to be completed early in the new academic year.</p> <p>Large outdoor equipment researched but incredibly expensive and would need to be a big whole school push.</p>	Met but to continue
Playground challenges	Monthly playground challenges to occur in Ks1 and 2 playgrounds	<ul style="list-style-type: none"> <li>• Recruit Marcus Fox to be responsible for the KS 2 playground challenges.</li> <li>• Meet with Sports crew to remind them of their responsibilities – time and record challenges during final week of challenge to establish a leader board</li> </ul>	BC/MF/SO		Playground challenges have happened in KS1 and 2. In the spring term sports leaders took control of the challenges in KS1 and were very successful but it tailed off in the summer term. KS2 challenge board has been up and running.	Met but to continue
Trained cabin crew	Routines and expectations established with cabin crew	<ul style="list-style-type: none"> <li>• Cabin crew to be recruited and trained for their positions</li> </ul>	RC in KS 2 SO/BC in KS1		Will continue again in the Autumn term.	To continue

Seating in quiet area in KS1	Benches and planters to be purchased for area outside CG class	<ul style="list-style-type: none"> <li>• Obtain quotes.</li> <li>• Resubmit bids to PTA</li> <li>• Order seating</li> </ul>	BC/EO		Benches and planters ordered. Plants to be purchased for planters as donations we were expecting haven't happened.	Met but plants still to be obtained
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### History

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
<b>15. Website page</b>	To update the History page of the Academy's website. Parents and the wider community to be able to share and celebrate History learning within the Academy.	<ul style="list-style-type: none"> <li>• Continue with collecting evidence of learning in History through the use of photos and samples of children's work</li> <li>• Update website with photographs and news of History learning within the Academy.</li> </ul>	JA with Academy web team	No finance implications. Time to source photographs and evidence and upload on the website	Since taking over from the previous History co-ordinator, parts of the website have been updated with photos. In light of the new Ofsted framework, the curriculum aims need to be re-written in terms of INTENT. IMPLEMENTATION AND IMPACT.	Partially met
<b>16. Coverage-(Teaching and planning)</b>	To promote a creative approach to the teaching of	<ul style="list-style-type: none"> <li>• Attend History Conference to ensure coverage of skills and to encourage staff with</li> </ul>	JA and all staff	½ day release time to complete a book scrutiny	History conference attended and the element of enquiry	Partially met

	<p>historical skills throughout the Academy and to build links with the English curriculum.</p> <p>Staff to feel confident to teach through enquiry, as part of the History curriculum</p>	<p>a resource bank of ideas. (MARCH 2019)</p> <ul style="list-style-type: none"> <li>• Audit a sample of current teaching plans to establish the existing use of historical sources within the Academy (by Spring half-term).</li> <li>• Book scrutiny to ensure coverage and links with English. Also to monitor achievement in children's understanding.</li> <li>• Learning walks and drop in sessions to monitor teaching of historical skills</li> <li>• Build a shared folder of year group examples of historical sources used with resources, key questions and examples of pupil work as appropriate.</li> </ul>		<p>! day release to attend History conference. Cost of conference tbc</p>	<p>introduced to a year group to trial. A big question was set for the children to then enable them to develop their historical enquiry skills. This really engaged the children, and through scrutiny of their work proved to be a series of successful lessons. This can be built upon for future lessons and across the school. The lessons were carried out during Learning Through Stories week. Also links to Geography using the same approach can be developed.</p> <p>A book scrutiny was carried out to look at the standards across the curriculum. A focus on presentational skills and the quality of writing was made a focus and presented to staff. Good coverage of the curriculum was witnessed through the book scrutiny.</p>	
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<p><b>17. Assessment (Target Tracker)</b></p>	<p>Use of Target Tracker to monitor pupils' progress and record evidence of attainment of skills</p>	<ul style="list-style-type: none"> <li>• To continue to use Target Tracker to monitor assessment in History and progression of skills.</li> <li>• To involve year groups in sorting statements to ensure they are planning relevant subject coverage</li> <li>• To inform SLT of changes and present in a staff meeting.</li> </ul>	<p>JA and all staff</p>	<p>1 day supply to look at Target Tracker to match to the curriculum map</p> <p>Use of subject leadership time to monitor assessment</p>	<p>Target Tracker was looked at and will continue to be used to monitor children's progress.</p> <p>With a review of the curriculum taking place , this target needs to continue.</p>	<p>Partially met</p>
<p><b>18. Promote subject</b></p>	<p>To promote the use of the teaching and learning of History throughout the Academy</p>	<ul style="list-style-type: none"> <li>• To liaise with SMT when planning for "Learning through Stories" week and ensure historical skills are promoted during this time.</li> <li>• Have a "History" themed day</li> <li>• To have a range of displays promoting the teaching and learning of History.</li> <li>• To monitor children's learning Journals and use photographs for evidence of successful learning experiences.</li> <li>• To monitor the online subscription to The Historical Association or Key Stage History.</li> </ul>	<p>JA and all staff</p>	<p>Time to allocate displays and mount work to promote the learning of History.</p>	<p>Learning Through Stories week successfully completed each term, with History included during the week.</p> <p>Displays promoted the teaching and learning of History. School trips support the learning of historical skills.</p>	<p>Met</p>

<p>19. Enrichment (More able/Pupil Premium/SEN</p>	<p>To organise a historical afternoon where all children are engaged in the learning of different skills</p>	<ul style="list-style-type: none"> <li>To provide an enrichment afternoon for children that can be planned as part of a cross curricular week.</li> </ul>	<p>JA and all staff</p>	<p>Time for staff to prepare activity With differentiation to all children's needs.</p>	<p>This was postponed and will be considered as part of the next action plan.</p>	<p>Not met</p>
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MFL

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Website page	Evidence of Language teaching on website	Update website with photos by staff (saved on Pdrive) and material from Primary Languages network	JC		Website updated with new tabs and sections. Overview of KS2 French and KS1 Spanish curriculum has been uploaded. This follows the Primary Languages Network scheme of work. Some photos have been uploaded to the website.	Partially Met
2. Coverage- (Teaching and planning)	MFL taught for 30mins per week in KS2 and 20 minutes per week in KS1	Look at year group plans Look at sample French books Monitor use of Primary Languages Network Scheme Displays in classrooms	JC  all	Monitor on learning walks	French books and Learning Journals show that MFL is being taught in KS2 but in blocks rather than on a weekly basis. Some KS1 classrooms are having Spanish lessons from a native speaker on an ad-hoc basis.	Partially Met
3. Assessment (Target Tracker)	Languages updated on tracker termly	Look at class data on target tracker	KS2 teachers		Teachers have updated statements and steps for Languages on a termly basis.	Met
4. Promote subject	Evidence of MFL in both buildings and in classrooms	Celebrate European Day of Languages 26 <sup>th</sup> September- assembly, visits from parent	JC to coordinate All classes	½ day supply and conference fee	An assembly was held to celebrate European Day of Languages. Native speaking parents visited	Met

		volunteers and language activities in classes. JC to attend Primary Language conference in June			classrooms an chn were engaged in a language activity in class  SV attended the MFL conference at the University of Chichester in June 2019.	
5. Enrichment (More able/Pupil Premium/SEN)	French and Spanish sessions in enrichment afternoon	Offer Spanish and French as part as whole school enrichment afternoon	JC Spanish SV French (or other volunteer)		Whole school enrichment afternoon has been postponed.	Not met

More Able

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
6. Website	The website will be scrutinised once a term to ensure it serves a purpose for all stakeholders.	<ul style="list-style-type: none"> <li>- A new policy to be written and added to the website.</li> <li>- The definition of 'more able' and 'challenge' will be refined in the More Able section of the website.</li> </ul>	<p>NG</p> <p>NG and SLT</p>	<p>Time to action (no cost)</p> <p>Time to action (no cost)</p>	<p>22.05.19 A new Policy was added to the website after consultation with Local Board and staff.</p> <p>22.05.19 The website page for More Able was revamped with an updated blurb outlining the school's definition of more able and most able.</p>	Met
7. Coverage- (Teaching and planning)	<p>Staff will demonstrate an awareness of their most able children.</p> <p>Planning will clearly differentiate for the most</p>	<ul style="list-style-type: none"> <li>- During lesson observations, teachers to be assessed on the effectiveness of any differentiated and delivered activities for their more able.</li> <li>- Staff to show an understanding of their more able in Pupil Progress Meetings.</li> <li>- Planning to be monitored for effective</li> </ul>	<p>NG and SLT</p> <p>All</p> <p>NG</p>	<p>No cost</p> <p>No cost</p> <p>Time to action (no cost)</p>	<p>29.03.19 A specific focus of differentiation was observed during the Spring Lesson Observations. This identified several strengths for moving pupils on and setting challenging learning targets.</p> <p>29.03.19 Staff have used the new Pupil Progress overview forms effectively in highlighting their more able pupils and some of the strategies in place to assist these pupils to make expected or better progress.</p> <p>13.05.19 In recent lesson observations, the planning has been clearly differentiated with evidence of challenge and extension for More Able pupils.</p>	Partially met

	<p>able in core subjects.</p> <p>Best practice will be shared with colleagues.</p>	<p>differentiation for the more able.</p> <ul style="list-style-type: none"> <li>- During staff meeting time, staff to share ideas and tips for planning for, engaging and assessing their more able. Celebrate effective practice.</li> </ul>	All	No cost	(This is in core academic subjects.)	
8. Assessment (Target Tracker)	<p>A more able pupil list for core subjects will be created.</p> <p>5% of children not currently expected to reach S+ to progress to S+ in Year 2 and Year 6.</p>	<ul style="list-style-type: none"> <li>- More able children in core curriculum subjects to be identified through Target Tracker.</li> <li>- These children to be tracked to ensure their progress is not stagnating.</li> <li>- Liaise with teachers in key year groups to identify potential children.</li> <li>- Track progress of those children in Pupil Progress Meetings</li> <li>- Support year groups to put in place provision to allow target to be met.</li> </ul>	<p>NG</p> <p>NG</p> <p>NG with SD, SO, CG, JS and MH NG and year group teams</p> <p>NG</p> <p>NG</p>	<p>Time to action (no cost)</p> <p>Time to action (no cost)</p> <p>Time to action (no cost)</p> <p>No cost</p> <p>Time to action (no cost)</p> <p>No cost</p>	<p>Ongoing – evidence of tracking grids created available on the system. Progress of these chn has been addressed at Pupil Progress meetings and specific Year groups (2 and 6) have had additional time to discuss progress with More Able Lead.</p> <p>16.05.19 Lists made/shared for Year 2 and Year 6 teachers composing of current children on track for GDS Combined and those either GDS Combined previously or one subject area off so that teachers can target and support these highlighted pupils who may have the potential to reach GDS Combined by the end of the year.</p>	Partially Met

	The percentage of girls reaching GD (S+) in maths will increase to mirror the percentage of boys across all year groups.	<ul style="list-style-type: none"> <li>- Staff to be made aware of the significant statistical gap.</li> <li>- More Able Lead to work alongside Maths Lead to devise initiatives.</li> <li>- Progress to be tracked through Pupil Progress Meetings and on Target Tracker.</li> </ul>	<p>NG and JS</p> <p>NG and SLT</p>	<p>Time to action (potential one afternoon cost)</p> <p>No cost</p>	<p><b>Year 2 Results – 16% (14) at GDS Combined (increase of 10%)</b></p> <p><b>Year 6 Results – 21% (13) at GDS Combined (increase of 9.5%)</b></p> <p>Ongoing - More able lead and Maths coordinator met to discuss the gender gap between boys and girls in terms of being 'more able' in maths. Progress of chn has been tracked half-termly.</p>	
9. Promote subject	<p>A new policy will be written and shared.</p> <p>Details and photos of the enrichment afternoon will be shared with all stakeholders.</p>	<ul style="list-style-type: none"> <li>- A new policy to be written and disseminated to all stakeholders.</li> <li>- See below...</li> </ul>	NG	Time to action (no cost)	22.05.19 A new policy was written and shared with Local Board and staff, then added to the website with a section on the newsletter signposting to this new policy for parents. See below.	Partially Met
10. Enrichment (More able/Pupil Premium/SEN)	An enrichment afternoon will delivered for ALL children	<ul style="list-style-type: none"> <li>- Form a working party of key coordinator leads to devise a plan of activities.</li> <li>- Staff and parent audit to be undertaken to find potential activity experts.</li> <li>- Liaise with local secondary schools to</li> </ul>	<p>NG and TBA</p> <p>NG</p> <p>NG</p>	<p>No cost</p> <p>No cost</p> <p>Time to action (no cost)</p>	This afternoon was deferred to the next academic year as the academy focus went on an Arts Week project, linked to a key target, instead. Initial discussions over the enrichment afternoon were held with SMT and ideas devised for groupings. All this will be taken forward into the next academic year when the afternoon will take place. With	Not Met

		<p>gain guidance and possible support (staff, resources, activities).</p> <ul style="list-style-type: none"> <li>- Devise a way to effectively and safely organise large groups of children moving around the academy.</li> <li>- Purchase resources for the various activities (as required).</li> <li>- Invite key dignitaries and members of Local Board to come and observe/assist.</li> <li>- Celebrate the event through media (website, social media, Lindfield Life).</li> <li>- Evaluate successes and areas of development for future events.</li> </ul>	NG	Time to action (no cost)	the updated Ofsted framework encouraging different year groups to work together, this will be a great start and forge those links across phases quickly, ready for the year ahead.	
			NG	Potential cost (TBC)		
			NG	No cost		
			NG	Time to action (no cost)		
			NG	Time to action (no cost)		



Music and Drama

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
11. Website	To have an interesting and exciting page for music/drama on school website	<ul style="list-style-type: none"> <li>- Include photos of music/drama being taught around the school.</li> <li>- Photos of music/instrument lesson performances during assembly time.</li> <li>- Photos of music/drama/choir concerts at Christmas.</li> <li>- Singing assembly songs and plan.</li> </ul>	HM	<ul style="list-style-type: none"> <li>- Time to observe and take photos.</li> <li>- Time to update website.</li> </ul>		Partially met
12. Coverage- (Teaching and planning)	To monitor the teaching and learning of the Music/Drama curriculum across the school.	<ul style="list-style-type: none"> <li>- Staff meeting time to discuss gaps in teaching against target tracker statements.</li> <li>- Observe Teachers teaching music</li> <li>- Liaise with Teachers regarding their teaching practice and support</li> <li>- Introduce new scheme on charanga and change topic headings.</li> </ul>	HM/JA	<ul style="list-style-type: none"> <li>- Time to observe.</li> <li>- Staff meeting time.</li> <li>- Time to change whole school curriculum map.</li> </ul>		Met

13. Assessment (Target Tracker)	To check that Charanga follows target tracker.	<ul style="list-style-type: none"> <li>- Link the charanga scheme to the target tracker statements teachers are assessing.</li> <li>- Staff meeting time to discuss gaps in teaching against target tracker statements.</li> </ul>	HM/JA	<ul style="list-style-type: none"> <li>- Time to link target tracker with Charanga scheme of work.</li> </ul>		Partially met
14. Promote subject	To ensure all staff are have a bank of activities to follow when teaching drama or music.	<ul style="list-style-type: none"> <li>- Staff training on activities to teach drama in a cross-curricular way.</li> <li>- Create bank of activities/games for staff to access.</li> <li>- Good practise time in staff meetings to share.</li> </ul>	HM	<ul style="list-style-type: none"> <li>- None</li> </ul>		Met
15. Enrichment (More able/Pupil Premium/SEN)	To ensure charanga scheme of work allows for differentiation and that all children are able to access and be challenged.	<ul style="list-style-type: none"> <li>- Look at charanga scheme and check differentiation, challenge and access for all children.</li> <li>- Share and discuss with staff.</li> <li>- Staff discuss how easy this is to do during music/drama sessions.</li> </ul>	HM	<ul style="list-style-type: none"> <li>- Time to discuss with staff.</li> </ul>		Partially met

PE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
20. Website Keep website updated with PE activities and competitions.	Lindfield Sport Twitter to link to the PE page on the website. Update website with photos of competitions.	Speak to web team to find out about linking sport twitter page to the website.  Keep website updated with pictures and information.	CG	Weekly	Lindfield Sports Twitter is linked to the website so all sporting news is on the front page. Website and twitter are updated after events with pictures.	<b>MET</b>
<b>Teaching and planning</b> - To ensure all teachers are providing good coverage of the PE Curriculum.  To encourage and support the 30:30 initiative	Children are developing many different skills in a variety of sports. Teachers to feel confident delivering PE  Children are active for 30 minutes a day in school.	To review the curriculum map for the whole school.  To audit lessons  To provide children with a range of new sports – Yoga, Archery, Fencing.  Organise PE Staff meeting  Look in to new scheme of work  Introduce the Daily Mile and active lessons. Review	SO & CG	thePEhub.com £360  tbc  Mid Sussex Active  Tim Dancer £3700	Real PE has been purchased. A training day and twilight session was run to make sure staff were trained.  Good practise and staff meeting were carried out on Real PE and Active learning.  The daily run was introduced across the school with children taking part in a 10 minute run 3 times a week.	<b>MET</b>

		timetable to see where we can fit this in.				
21. Assessment (Target Tracker)		Review target tracker statements and link to year group curriculum.  Look in to new assessment and scheme of work. Meet with Tim Dancer to discuss.		Time Dancer as above.	Assessment tools have been looked in to via Real PE.  Still need to link to TT.	Partially Met
22. Promote subject		Sports Crew to be chosen and trained.  More emphasis on KS1 competitions and festivals – link to the KS1 Quality Start Mark  Achieve platinum in the School Games Mark  Sports crew to make announcement in Friday assembly on winning intra school competition and any inter school competitions.  Encourage children to take part in Junior Park Run – making links with the community.	SO & CG          All Staff	One am. One weekly meeting.  Mid Sussex Active subscription  Time to update PEST	Sports Crew trained and have run personal challenge for KS1 and intra school competitions for KS2  KS1 Quality Start Mark achieved – GOLD level.  SGM application in progress but on track for Platinum.  Sports crew attend assemblies to award personal challenge winners.  Encouraged children to take part in schools junior park run and some continued weekly. Need to continue this.	MET

<p>23. Enrichment (More able/Pupil Premium/SEN)</p>		<p>Attend inclusion festival – take a B and C team. Organise another event with local school.</p> <p>Provide opportunities for competitions for more able children.</p> <p>Festivals for PP children and SEN children.</p> <p>Review SEN/LA children and organise sport clubs during lunch time to monitor impact on attainment.</p>	<p>SO &amp; CG</p>		<p>2 Inclusion festivals set up and one went to the school games day.</p> <p>Many competitions attended through MSA.</p> <p>Range of festivals offered for all our children with PP and SEN taking priority.</p> <p>Need to continue to develop clubs for less active children.</p>	<p><b>MET</b></p>
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PSHE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
16. Website page	Anti- bullying 2018 week updated on website  Children's Mental Health week 2019 update	After anti-bullying week and children's mental health week have been completed, write a description of the assemblies and activities the children take part in on the PSHE section of the website.	SD/MF	No Finance needed.	- Anti bullying week successful and updated on school website.  - Mental health week updated on website.	Met
17. Coverage- (Teaching and planning)	Effective PSHE lessons taking place.	During the celebration assemblies ask children to feedback about their lessons and what they have learnt. Ask teachers in advance if children can bring work to show.	SD/MF	No Finance needed.	- Regular Jigsaw celebration assemblies, highlighting learning and celebrating success.	Met
18. Assessment (Target Tracker)	A good level of children to be reaching age expected result in PSHE.	Monitor PSHE assessments on target tracker.	SD/MF	No Finance needed.	- All children working within their year group	Met

					band on Target Tracker.	
19. Promote subject	<p>Successful anti-bullying and Children's mental health week</p> <p>A jigsaw display in every classroom.</p> <p>Continue introducing each new topic and celebrating achievements through the Jigsaw celebration assemblies, every half term in a community assembly.</p>	<p>An assembly will be given at the beginning of anti-bullying week and Children's mental health week, activities will be completed in all classes, a display will be made promoting anti-bullying week and an insert will be produced for the new letter.</p> <p>Check that every classroom has a jigsaw display.</p> <p>Create a new introduction assembly each half term, with the same learning intention as last years but fresh and new to inspire the children! Continue celebrating the children's achievements through certificates and also providing some children with an opportunity to show work completed in assembly time.</p>	<p>SD/MF</p> <p>SD/MF</p> <p>SD/MF</p>	<p>No Finance needed.</p> <p>No Finance needed.</p> <p>No Finance needed.</p>	<ul style="list-style-type: none"> <li>- Audit of PSHE presence in classroom.</li> <li>- Jigsaw celebration assembly</li> </ul>	Met

<p>20. Enrichment (More able/Pupil Premium/SEN)</p>	<p>Children who are performing particularly well in PSHE to show work produced in the celebration assembly.</p> <p>PSHE leader to track progress of children with SEN on target tracker and discuss with teachers if no progress is being made.</p>	<p>Children who are performing well in their PSHE lessons will be chosen to show and discuss their work in the Jigsaw celebration assemblies.</p> <p>Teacher's will highlight on target tracker children who are not achieving in PSHE. How their involvement can be improved will be discussed with PSHE coordinator.</p>	<p>SD/MF</p> <p>SD/MF</p>	<p>No Finance needed.</p> <p>No Finance needed.</p>	<ul style="list-style-type: none"> <li>- Celebrate excellent work in jigsaw celebration assembly.</li> <li>- Target Tracker, all children working within band.</li> </ul>	<p>Met</p>
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RE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
24. Website	<ul style="list-style-type: none"> <li>Website will be updated to reflect the current RE learning in the school (photos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>To begin to update the school RE webpage. Include photos from our Harvest assembly w/c 19<sup>th</sup> November.</li> </ul>	Marcus Fox	<ul style="list-style-type: none"> <li>Take photos of assemblies/work and visits for updated webpage.</li> </ul>	<ul style="list-style-type: none"> <li>Subject plan updated to be uploaded onto website.</li> <li>Photos taken of RE focused celebrations in school</li> </ul>	Met
25. Coverage- (Teaching and planning)	<ul style="list-style-type: none"> <li>Whole school map created by MF of RE learning at Lindfield.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure 'Discovery RE' is being used and referred to across the school.</li> </ul>	Marcus Fox	<ul style="list-style-type: none"> <li>Discuss with colleagues how they are covering RE in their year group.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school map of RE updated to reflect changes in curriculum.</li> </ul>	Met
26. Assessment (Target Tracker)	<ul style="list-style-type: none"> <li>Monitor use of Target Tracker regarding RE – how are we using it? Is it working?</li> </ul>	<ul style="list-style-type: none"> <li>Monitor assessment of RE through Target Tracker.</li> <li>Evaluate the effectiveness of the statements.</li> </ul>	Marcus Fox	<ul style="list-style-type: none"> <li>After Autumn 1, look at Target Tracker to evaluate the effectiveness of the statements.</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker in use, but no use of statements.</li> </ul>	Met

27. Promote subject	<ul style="list-style-type: none"> <li>Run RE focused assemblies to celebrate religious celebration throughout the year. Harvest, Hanukah, Advent, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Through assemblies and religious events throughout the year.</li> </ul>	Marcus Fox	<ul style="list-style-type: none"> <li>Prepare assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Harvest assembly &amp; collection completed</li> <li>Regular religious themed assemblies – website updated to reflect this.</li> </ul>	Met
28. Enrichment (More able/Pupil Premium/SEN)	<ul style="list-style-type: none"> <li>Begin to shape possible activities for enrichment day.</li> <li>Creation of RE space in school.</li> </ul>	<ul style="list-style-type: none"> <li>Explore RE through artwork during enrichment day.</li> <li><b>Creation of a reflection/spiritual space within the school? Possibly rotunda?</b></li> </ul>	Marcus Fox		<ul style="list-style-type: none"> <li>RE focus area created. Mindfulness space (gratitude book and good deed tree created)</li> <li>Each class to update through year.</li> <li>Write on Lindfield inspired RE display – to reflect current RE</li> </ul>	Met

					learning throughout the school (updated termly by MF)	
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Science

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1.WEBSITE To raise the profile of Science on the school website	To review and update science website page.	<ul style="list-style-type: none"> <li>Gather photos to show the breadth of the science curriculum.</li> <li>Submit information to website team to upload to school website</li> <li>Link with Geography, Healthy Schools and Eco school coordinator.</li> </ul>	JA	No finance implications Time-1 hour a half term to update	The website has been updated in review of the new Ofsted framework, with a curriculum statement linked to INTENT. Photos uploaded. Links made with Geography and Eco schools.	MET
2.Coverage-(Teaching and planning)	Book scrutiny to show good	<ul style="list-style-type: none"> <li>To monitor the new planning format for medium term skills.</li> </ul>	JA	1-day supply to update Science policy	Links made with Eco co-ordinator with a focus on	PARTIALLY MET

<p>To continue to review science in curriculum map and ensure coverage of statutory requirements</p>	<p>coverage of skills          Planning to reflect coverage of skills          Year groups meet in a staff meeting to ensure the learning objectives are covered.</p>	<ul style="list-style-type: none"> <li>Review the effectiveness of the science curriculum and ensure more hands on sessions are included in the planning</li> <li>To liaise with Eco Co-ordinator to build in links with the outdoor environment and plan for year groups to use this in order to promote a range of different experiences.</li> <li>Update portfolio of evidence</li> <li>Update Science policy</li> <li>To update resources to support delivery of reviewed curriculum</li> </ul>		<p>Staff meeting time to share links with outdoor environment</p> <p>Use Subject leader time to monitor assessment and audit planning</p>	<p>the outside learning spaces. E.g pond/school grounds</p> <p>Book scrutiny confirms good coverage of the Science curriculum across all year groups. Excellent links with Art made through Learning Through Stories and Arts week.</p> <p>Resources updated to support teaching of Science. Visitors encouraged supporting learning of Science...e.g. a bee keeper.          Learning Walks reflect Science opportunities taking place within the classroom. High emphasis on scientific language taking place and good standards of writing reached . Liaison with English co-ordinator reflects this.</p>	
<p>3. To develop assessment of Science</p>	<p>To analyse Target Tracker using data</p>	<ul style="list-style-type: none"> <li>Analyse data and pupils progress using Target Tracker, identifying</li> </ul>	<p>JA and SLT</p>	<p>SMT time to discuss the use of Target</p>	<p>Target Tracker has been used to track children's progress in Science in Year</p>	<p>PARTIALLY MET.</p>

through the use of Target Tracker	across year groups. Strengths and areas of development identified. Identify more able children.	<p>strengths and areas of development.</p> <ul style="list-style-type: none"> <li>Analyse SATs questions to prepare Year 6.</li> <li>Monitor and support Year 5 with Science assessment with the use of Rising Stars Progress Tests.</li> <li>Report this information to Year 6</li> </ul>		Tracker and how to use assessment effectively.	groups. More Able children identified.	
4. To raise the profile of Science throughout the school	<p>To organise Science days in school to promote learning and understanding in Science</p> <p>To engage children in outside learning experiences</p> <p>Science displays to enhance learning /vocabulary displayed</p>	<ul style="list-style-type: none"> <li>Liaise with Mid Sussex Science Week and Ardingly STEM projects</li> <li>To promote curriculum links with other subjects through "Learning Through Stories" week 3 times a year</li> <li>Link Science with English and Maths through Co-ordinators</li> <li>To liaise with Eco School Co-ordinator to support outdoor learning</li> <li>Science workshops</li> <li>To work closely with Science team from Brighton University</li> <li>Have a famous Scientist day for each year group to research</li> <li>Link Science with Geography, Eco and Healthy Schools.</li> <li>Science learning displays in all classrooms</li> </ul>	JA and NG	<p>Time to support the promotion of a display for Learning Through Stories week</p> <p>SMT time to discuss cross curricular links with Maths and Science</p> <p>Time to audit resources. ££ to update resources.</p>	<p>Liaison with Ardingly on STEM day which was successful for the Year 6 children.</p> <p>Good curricular links with English and Maths through Learning Through Stories week.</p> <p>Good links with Art and Science through Arts week. Displays .</p> <p>Learning Walks proved science displays in all classrooms throughout the year.</p>	PARTIALLY MET

<p>5. Enrichment (More able/Pupil Premium/SEN)</p>	<p>An enrichment afternoon for children to be engaged in a Scientific based learning experience.</p>	<ul style="list-style-type: none"> <li>• Organise a Science session as part of the enrichment afternoon.</li> <li>• To identify children with an expertise in Scientific understanding and offer opportunities to develop their skills</li> <li>• PP Science afternoon offered.</li> <li>• SEN pupils supported in Science lessons and Scientific experiences.</li> </ul>	<p>JA and NG</p>	<p>Time to organise and liaise with staff. Preparing resources.</p>	<p>Children attended the Young Science Ambassador Training at Warden Park</p> <p>Year 6 children attended an enrichment day at Ardingly</p> <p>•</p> <p>SEN children supported in Science lessons.</p> <p>Enrichment afternoon postponed to the new academic year.</p>	<p>PARTIALLY MET</p>
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