



**LINDFIELD
PRIMARY
ACADEMY**

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SCHOOL IMPROVEMENT PLAN REVIEW

2014- 2015

V3 FINAL REVIEWED SCHOOL IMPROVEMENT PLAN

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PART1 - INTRODUCTION

The School Improvement Plan has been written in response to last year's Plan and the information coming from Raise online.

KEY TARGETS FOR LAST YEAR

- 1) To implement the new Code of Practice for SEN in school.
- 2) To effectively develop and maintain the new Computing Curriculum.
- 3) To improve the progress in phonics and writing in KS1, with an emphasis on EYRS.
- 4) For disadvantaged children to further close the gap in R/W/M in Key Stage 1 and 2, with emphasis on higher level children.
- 5) To improve attainment and progress in writing in Key Stage 2.
- 6) To continue to review the Curriculum Map.
- 7) To improve the quality of Teaching and Learning across the school.
- 8) To improve the outside and inside Learning Environment after the successful transition to our new extension.

PART 2- REVIEWED KEY TARGET ACTION PLANS

KEY TARGET 1

SEND ACTION PLAN 2014-15

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1-To assess, track and monitor special needs pupils and enter data on appropriate assessment programme	SEN pupils highlighted on assessment programme to monitor, track and review their progress (to include p levels).	<ul style="list-style-type: none"> Track efficiently the SEND children to highlight progress. Meet with staff on a regular basis to discuss progress and agree provision. 	SENCO, Office Staff	<p>On- going through the year.</p> <p>Cover for teachers to meet with SENCo to discuss needs of the class.</p> <p>30 mins per teacher x 3 per year.</p>	Termly meetings with teachers have taken place in addition to pupil progress meetings. Information gained has been used to update SEN reg and provision maps. Interventions need to be managed more efficiently to ensure they are being prioritised. Changes to intervention process have been made with the employment of a SENTA.	Target met. Will be an on-going target each year.
Meet teachers	Information	<ul style="list-style-type: none"> Identify children 	SENCO,	SENCo + Yr group	Termly meetings with	Target

regularly to explore progress and identify SEN.	accumulated And compiled as class and whole school registers: SEN; Class Support and Monitor.	<ul style="list-style-type: none"> Meet with parents Assessments made according to agreed timescale. TA allocation 	Teaching staff, TAs	<p>Class Teacher meetings, 30 mins per teacher x 3 per year.</p> <p>Progress meetings 6x3 per year</p>	<p>teachers have taken place in addition to pupil progress meetings. Information gained has been used to update SEN reg and provision maps. Interventions need to be managed more efficiently to ensure they are being prioritised. Changes to intervention process have started but need to be further developed.</p>	met. Will be on-going
Creation of a school provision map.	Appropriate interventions and provisions will be identified across year groups/KS. Interventions will be prioritised, and delivered by staff with appropriate training.	<ul style="list-style-type: none"> Interventions will be timetabled across year group or KS (as appropriate). TAs will deliver interventions they are trained in. The size of each intervention group will be restricted. 	SENCo Class teachers TAs	Half termly meetings between SENCo and class teachers to look at provision timetables and interventions.	Area for further development. Interventions are still largely generated by teachers and are difficult to track. Changes to intervention processes have been made with a TA taking on the role of SENTA. The progress of this has been hampered by the needs of a particular pupil who has required high levels of additional support. Provision map has been created but difficult to manage.	Partially met.
4 - To move towards greater co-production with children and their parents.	Children and their parents will be more involved in setting targets.	<ul style="list-style-type: none"> Introduction of Individual Learning Plans (ILPs) Use of 'Structured Conversation' to 'hear the child's voice'. 	SENCo Class teachers	Time for SENCo and class teacher to attend ILP meetings with children and parents each term. (minimum	<ul style="list-style-type: none"> Great progress has been made in this area. Parents of children on the SEN reg attended target setting meetings with teacher, SENCO and in some case TA. Response from parents has 	Met

				of 3x30 mins per child per year to review and update targets)	<p>been positive. Engagement of parents a in the process has been excellent with all but one parent attending the meetings.</p> <ul style="list-style-type: none"> •Parents of children on 'class support' have been invited to write targets with their child and class teacher and the response to this has been very positive too. • The new 'parent booklets' for use during the Annual Review of a Statement of Special Educational Needs have been written with 4 parents; the process proved to be very informative giving a more holistic view of the child. • The new Learning Mentor has met with the parents of her mentees before the mentoring process has started and at the end of the intervention. Parents are contacting her on a regular basis to update information or check on progress. This has been very successful. 	
5 -Programmes set up, maintained and reviewed for	Regular maintenance and review of SEND	<ul style="list-style-type: none"> • Make arrangements for Annual Reviews for Statemented children, including at least one interim review 	SENCO,	Admin support for SENCO Purchas of new	Achieved - On-going.	Target met

<p>children with Statement/EHC Plan</p>	<p>Registered children's progress</p> <p>Children making measurable progress</p> <p>Continuous updating of children's development and early intervention where appropriate</p>	<ul style="list-style-type: none"> • Maintain year planner with key dates • Check Assessment recommendations on ILPs • Check end of year assessments • Put in place alternative Assessments when relevant, eg GL assessment screener/ COPS- (Year 1) • Meet with Year group during PPA time on a regular basis • Meet TA's/LSA's on regular basis • Observe children learning (and TA obs) 		<p>assessments if recommended.</p> <p>Potential SENCO/TA training to implement new assessments.</p>		
<p>6- Communication with parents</p>	<p>Open, transparent approach ensuring confidence of children, parents, staff and Governors</p> <p>Confidence of parents/ carers in SEND system</p> <p>Reduction in</p>	<p>Open door' policy including:</p> <ul style="list-style-type: none"> • HT Parent discussion groups • Presentations to Governors • Open –door policy • Co-production of ILPs • SENCO pop in sessions every other Wednesday • ASCEND HUB coffee mornings. 	<p>SENCo</p>	<p>On-going throughout the year</p>	<p>Achieved – on-going. ASCEND coffee mornings with parents have proved to be very successful and responses from parents has been positive. ILP target setting meetings have improved communication regarding learning. Parents are contacting HD to discuss issues as they arise.</p>	<p>Targets met</p>

	<p>number of queries received by teachers about SEND children</p> <p>Early identification of problems (frequent visitors)</p>					
7 - Communication with locality schools (SALT) and wider range of primary and secondary schools	<p>Regular attendance ensures clear communication between all SALT schools</p> <p>Improvement in transition between Y6/Y7</p>	<ul style="list-style-type: none"> • Attendance at SALT group meetings for SENCOs • Transition meetings with Pre-schools. • visit 'feeder' secondary schools to improve transition arrangements for SEN children. • Increased knowledge of specialist provision 	SENCo	Visits to preschools, secondary schools and special schools/SSCs	<p>On-going, termly attendance at SALT meetings</p> <p>Visits to other settings during transition – June/July</p> <p>Achieved – on-going. Good links through SENCo cluster meetings and training sessions including those provided by ASCEND which have been of high.</p> <p>Good links with receiving schools re transition.</p>	Target met
Completion of the National SENCo Award	<ul style="list-style-type: none"> • Module One – Developing 	SENCo Mentor	Cost of travel to and from	Sessions, on an almost weekly basis, from	SENCO attendance at courses and conferences has been on-going through the year.	Target met

<p>Attend and or speak at relevant courses and conferences</p>	<p>SEN Co-ordination: Improving Learning and Teaching.</p> <ul style="list-style-type: none"> • Module Two - Developing SEN Co-ordination: Leading and Managing Change. • On-going course work • 2x 5000 word assignments • Plan and organise training for TA's for new initiatives. • Track Pupil Premium budget on SEND 	<p>SENCO Inclusion Manager</p>	<p>The Institute of Education in London. 13 sessions</p> <p>SENCo out of school to attend the sessions.</p> <p>School Mentor to monitor and sign off progress.</p>	<p>20.01.15-07.07.15</p>	<p>Attendance at National SENCO Award training during the spring and summer term and reading for the action research project has resulted in increased knowledge and understanding. Assignments for both modules were passed with a B grade. External moderation of the university will take place in December 2015 with certificates presented in January 2016.</p>	
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	children					
9 – Develop the role of Learning Mentor in School	<p>Policy and related systems will be written and developed in school</p> <p>All staff members will have a clear understanding of the role of the Learning Mentor.</p> <p>The barriers to learning for some pupils will be addressed and/or removed</p>	<ul style="list-style-type: none"> • Learning Mentor to take up post- January 2015 • Write policy • Agree procedures • Timetables drawn up • Referrals • Work with mentor/mentee 	<p>Learning Mentor</p> <p>Inclusion manager</p> <p>SENCo</p>	<p>Time to develop policies and associated documentation such as referral forms.</p> <p>Time to share and agree policies and procedures with staff and governors.</p>	<p>LM to begin January 2015.</p> <p>Hugely successful. Learning mentor is working 1:1 or in small groups with children across the school. 'Drop in' sessions at break and lunchtime are used by effectively by children in KS2. Learning mentor has now started her training. Referral process has been reviewed and systems chosen which will enable the impact to be measured.</p>	<p>All elements of target met except Policy document which will be written 2015-16</p>

KEY TARGET 2

Action Plan for Computing

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
Improve wifi provision across the school.	Robust wireless access across the school site.	<ul style="list-style-type: none"> Improve network infrastructure in KS1 area to support wifi access. Increase the number of wireless access points (WAPs) in KS2 	BLA	KS1 cabling - £3000 WAPs - £600 Switches - £3000	<ul style="list-style-type: none"> Waiting for due diligence assessment from UOBAT 	Not met
Organise effective resources to deliver computing services throughout the school.	Resources appropriate to the needs of our school and the computing curriculum.	<ul style="list-style-type: none"> Install Apple TV / Air server for KS2 Collaboration between IT technician and Computing co-ordinator to monitor the progress of action plan. Maintain inventory of IT equipment. Repair / replace equipment as necessary. Replace XP classroom desktop computers Set up centralised management of iPads. Upgrade curriculum and SIMS servers. Implement backup solution. Implement new printing solution. Reorganise computing room so that all children have access to a laptop. 	BLA BLA / RA BLA BLA BLA BLA BLA BLA BLA	£300 £690 (1 day per term supply). £200 £8400 £645 £2000 £300	<ul style="list-style-type: none"> This target is generally ongoing as it involves the maintenance of resources. Lap tops have been provided to those who need them. iPads have been purchased to replace the classroom XP computers but have not been set up yet due to time constraints. Many of the tasks also require support from the university – a meeting is being scheduled for after half term. Hopefully the new printing system will be set up before the Christmas break. Laptops are installed in the computing room. We are waiting for trunking to be laid to 'hide' power supplies and 	Partially met

					enable laptops to operate without the use of wireless.	
Ensure there is a smooth transition in IT provision from county to Academy.	IT services and strategic planning will be supported by UOBAT.	<ul style="list-style-type: none"> Participate in meetings with Blackthorns / UOBAT. Identify our service provision needs. Providing information as required. 	BLA/RA		<ul style="list-style-type: none"> Support from Brighton has generally been good, although we have been experiencing problems with the new email system for a few weeks. 	Met / ongoing
Maintain an effective website until academy handover.	Statutory information is displayed. Staff use website effectively.	<ul style="list-style-type: none"> Ensure all statutory information is available. Ensure teaching staff regularly update the website. Evaluate and make changes to website. CPD for teachers on how to use it as required. Support PTA with establishing their area on school website. Continue subscription to website service provider. 	RA RA RA / BLA RA / BLA RA BHS	£345 (½ day per term supply) £300	<ul style="list-style-type: none"> Statutory information is available. We have now moved to the new website and all year groups are displaying all the information required. I have continued to check the website but now email any changes to the university web team. We paid for the previous website subscription to cover the change over. 	Met / ongoing
Effectively develop and maintain computing curriculum	Create a curriculum in which children develop statutory computing skills. Children develop computing skills across the curriculum.	<ul style="list-style-type: none"> Investigate effective schemes of work. Arrange CPD opportunities for staff to teach computing effectively. (Paul Adams) Arrange CPD opportunities for staff to utilize IT across the curriculum. Subscription to PurpleMash. 	RA RA RA BHS		<ul style="list-style-type: none"> Planet PDA has the most suitable curriculum and we have access to it. Paul Adams explained some effective use of iPads and PurpleMash in a staff meeting. All teachers have been asked to focus on E-Safety this half term. 	Partially met
Ensure effective E-safety training for pupils, staff and parents.	All statutory requirements for E-safety are being met.	<ul style="list-style-type: none"> Keep up-dated of statutory requirements. Ensure all staff are aware of statutory requirements and provide training where necessary. Hold an E-safety workshop for parents. Ensure adequate virus protection is 	RA RA RA BLA		<ul style="list-style-type: none"> We currently met at least statutory requirements. Training has been provided for teaching staff. All staff have signed an acceptable use agreement . A new E-Safety policy and acceptable use for pupils has 	Ongoing / met

		installed.			written. • An e-safety workshop for parents was arranged but was not attended.	
Ensure school is covered by sufficient licensing for products and apps.	Software in school is covered by sufficient licencing.	<ul style="list-style-type: none"> • Purchase Microsoft licence based on full time employee count. • Set up Apple Volume Purchasing programme for iPad apps. • Testbase subscription 	BLA	£1500 £500 £225	• All licences and subscriptions are up to date.	

KEY TARGET 3

Action Plan : To improve the progress in phonics and writing in KS1, with an emphasis on Early Years

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1) Every class teacher to have a good knowledge of their children's phonological awareness and progress.	Improved teacher knowledge of their own children's phonic achievement and allow them to target extra input in class. Teachers will be able to communicate	Class teachers to assess their own classes every half term using the given Read Write Inc. assessment sheets. Teachers to fill in their assessments on class chart and highlight children who haven't moved with particular attention to summer born children. LD to collate all class groupings and allocate teachers. Met first on 23/02/15 and every 6-8 weeks prior.	Class teachers- Early Years to Year 4. Year 5 to assess Fresh Start separately. LD	LD- Staff meeting on RWInc. assessment 20/01/15. More assessment packs made up for each class in HFW precursive font. Teachers using	All class teachers are now assessing their own classes every 6/8 weeks using the Rwinc assessment after staff meeting training was given. The last two proved very successful. Teachers found it useful to track the progress of their own children and have an awareness of gaps in phonological knowledge that they can address in class time. This also improved communication with parents during parents evening.	Met

	<p>children's achievements more effectively to parents.</p> <p>Improved efficiency for reading leader. More time given for team teaching and trouble shooting.</p> <p>Confidence in the delivery of Read Write Inc. will increase due to more support from RL.</p>	<p>LD to hold a staff meeting to give clear expectations on assessments and format used. 20/01/15</p> <p>LD to monitor summer born results at the end of the year 1 phonics test and track the chn to ensure they make good progress. See evidence</p> <p>LD to improve the assessment sheet to include all letters and recognisable fonts. Met 2/2/15</p>	<p>LD</p> <p>LD</p>	<p>Reading Workshop/group reading times for assessments.</p>	<p>LD tracks the progress of chn in RWinc. and works closely with Claire Billson who delivers one to one support- we are looking to increase the time for one to one. All chn who failed the phonics screening re-take in year 2 have been identified and tracked (Ofsted). Claire keeps careful records of her one to one.</p> <p>Year 1 phonics results were analysed after the Key Stage One screening took place during the week commencing 15th June 2015.</p> <p>More assessment packs were made up for each class in HFW precursive font.</p> <p>Teachers use Reading Workshop/group reading times to carry out assessments.</p> <p>Teachers were able to communicate RWinc. information confidently during parents evenings.</p>	
<p>2) Maximise home support to improve phonic progress.</p>	<p>Improved communication with parents.</p> <p>Increase in support from parents.</p>	<p>To provide parents with an information leaflet linked to their child's read write inc. group and progress. Met 2/2/15</p> <p>Early Years to continue informing</p>	<p>J.C/L.D to liaise with Thomas Beckett regarding leaflets.</p> <p>Early Years</p>		<p>RWinc.group letters were created- 09.03.15 that get sent home with the chn when they move groups to improve communication with parents. These include info on sounds being taught etc. Also available on the</p>	<p>Met</p>

	Raising the profile of reading and success in phonics.	<p>parents how we teach phonics in the 'six weeks in' meeting. More emphasis given on reading during the meeting. Met 14.10.15</p> <p>Continue updating good links to Read Write Inc. information on the website. Met</p> <p>Improved communication on the website under the English heading. Met 2/2/15</p> <p>Establish reading drop in for parents with Reception once a week and trial in year 2. Met in reception Summer term</p> <p>Communicate successful phonics apps for use at home.</p>	<p>team/LD</p> <p>LD</p> <p>LD</p> <p>Early Years/Year 2 staff</p> <p>LD/RA</p>		<p>website.</p> <p>The English page on the website was improved- 09.03.15 and is updated regularly. It now includes information on RWInc. and the phonics screening, including useful games and websites for use at home.</p> <p>6 weeks in meeting- 14.10.15 included talk given by RL on RWI strategies – information was well received .</p> <p>Summer term – most parents were involved in three reading drop in sessions in Reception, to continue.</p> <p>.</p>	
3) To improve achievement in the Year One phonics screening.	<p>2015 results will match the 75% pass rate from 2014. The pass rate will increase to 80% in 2016.</p> <p>A range of strategies will be in place to support phonics</p>	<p>Reception to increase phonics sessions from 4 times a week to 5 times a week to match key stage 1.</p> <p>Review speed sounds with children throughout the day.</p> <p>Use a Read Write Inc. meeting time to create a bank of ideas 'Catch a Phonics Moment' (sound</p>	<p>JC/NC/KA</p> <p>All staff</p> <p>LD/All staff</p>	Class time	<p>Phonics screening results 2015- 84% (9% increase).</p> <p>NC/JC and LD introduced 'catch a phonics moment'- ideas for use in classes out of rwinc. time for quick, fast phonics input. We also shared good phonics/word level apps for use on the ipads.- 20.01.15</p> <p>NC devised actions to match rwinc.</p>	Met

	<p>progression.</p> <p>Improved speed and quality of speed sound learning.</p> <p>Reception children will be confident with set 1 and 2 sounds.</p> <p>Read Write Inc. sounds to be made more accessible to all learning styles.</p>	<p>of the day/secret sound) for daily phonics input (outside of Read Write Inc. time) and research good phonics apps. 20/01/15</p> <p>Early Years to focus heavily on teaching set 1 sounds with less emphasis on Word Time in the first 3 weeks of the Autumn term (shorter sessions).</p> <p>Display b and d picture cards to support children in differentiating the graphemes.</p> <p>Reception to devise actions to match the handwriting patterns for set 1 sounds. 20/1/15</p> <p>Year 1 to maximise phonics activities within reading workshop times. Focus group teaching time to be rotated between group read, individual reads and phonics activities focussing on set 2 and 3 sounds.</p> <p>Review and introduce speed sounds set 2 and 3 with children throughout the day.</p> <p>Practise nonsense words using set 2 and 3 sounds daily- Phonics play</p>	<p>JC/NC/KA</p> <p>Key Stage One staff</p> <p>JC/NC/KA</p> <p>CW/DR/BC/JR/DA</p> <p>All key stage one staff</p> <p>All key stage one staff</p>	<p>Year 1 to screen all their children to gain evidence of levels of support required.</p>	<p>sounds and Early Years are finding this very effective- 20.01.15.</p> <p>Early Years increased their phonics sessions from 4 x to 5 x a week.</p> <p>JC to devised a letter to consult parents about the meeting and ascertain level of interest.</p> <p>LD, SH, JC and BC held an information talk for parents on reading at home, rwinc. and the year 1 phonics screening- 2.3.15. The feedback was very positive and parents said they found the talk very informative. The video of rwinc. in practice was popular.</p> <p>Year 1 screened all their children before the phonics screening to gain evidence of levels of support required.</p> <p>Year 1 have now target set for the phonics screening in 2016.</p> <p>As requested by parents- the reading meeting was repeated in the 6 weeks in meeting- 14.10.15. Feedback on RWINC. was very positive. Main findings: 'Really useful to hear about phonics, tips for reading at home...'</p>	
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		<p>website.</p> <p>Discuss with Year 1 how to promote use of practise phonics screening word lists from the Oxford Reading Tree website at home. Possible packs (similar to maths games) to take home and link to website sent home.</p> <p>Install phonics apps on school /class iPads.</p> <p>Parent meeting for Early Years and Year one on supporting phonics at home, year 1 phonics screening and providing good reading evidence.2/3/15</p>	<p>CW/DR/BC/JR/DA</p> <p>LD/RA/BL</p> <p>LD/JC</p>			
<p>4) To improve progress in writing across Key Stage One with an emphasis on Early Years.</p>	<p>Increase percentage of children at level 2b+ to meet or exceed National average.</p> <p>Raise the 2014 result of 63% of children that performed at the expected level at</p>	<p>Early Years to identify good schools and observe good writing practice.</p> <p>Consistent use of Fred Fingers for spelling in shared writing sessions across key stage one.</p> <p>Improve graphics areas and writing resources.</p> <p>Reception and Year 1 to Increase</p>	<p>CW/DR/BC/JR/DA</p> <p>All key stage one staff.</p> <p>JC/NC/KA</p> <p>JC/NC/KA</p>	<p>JC/NC/KA- Supply day</p> <p>Money allocated for resources.</p> <p>LD buy books (Props for writing and Supporting Boys Writing in Early Years) to provide ideas for</p>	<p>K.A and J.C visited Northlands Wood in July to look at writing areas and observe writing stimulated by children's interests and writing opportunities linked to specific boy/girl interests.</p> <p>Early Years- 65% (+2) achieved expected level for writing at the end of the year.</p>	<p>Met</p>

	<p>the end of reception.</p>	<p>regular whole class shared writing sessions.</p> <p>Continue to use Read Write Inc. handwriting patterns for letter formation.</p> <p>Continue Write Dance in reception with target children to develop gross motor skills in preparation for letter formation.</p> <p>Provide differentiated writing/recording tasks to avoid the need for extended copying across all subjects.</p> <p>Use good practice of hold/build/edit a sentence throughout the curriculum.</p> <p>Year 2 to look at practise SPAG materials in preparation for 2016.</p> <p>Conduct SALT group GPS tests and analyse results and highlight areas for development- N/A</p> <p>Build and edit a sentence taught consistently in Read Write Inc. Emphasis on grammar.</p> <p>Investigate training opportunities</p>	<p>JC/NC/KA</p> <p>JC/NC/KA</p> <p>Year one and two staff.</p> <p>All staff</p> <p>VS/LD</p> <p>LD</p>	<p>writing areas. 12/12/14</p>	<p>KS1- 2b+ 2014-84% 2015- 88% (increase of 4%)</p> <p>Build and edit a sentence activities are taught consistently in Read Write Inc. to improve sentence structure and punctuation.</p> <p>LD bought books (Props for writing and Supporting Boys Writing in Early Years) to provide ideas for writing areas. 12/12/14</p> <p>Use of mini clipboards and writing belts in all areas to encourage writing. Star Writers/Exciting Writing displays and Fred and golden star stickers for independent self-initiated writing.</p> <p>More writing evidence in books</p> <p>Daily practice in RWI sessions/Name Books weekly.</p> <p>Year 2 are using the sample SATS materials in preparation for May 2016.</p> <p>Developmental marking scrutiny shows more evidence of GPS in marking.</p>	
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		for teachers and TAs in writing.				
5) To raise the profile of and engagement with writing.	<p>Children will be more confident to attempt writing independently.</p> <p>Children will be better equipped with the technical skills for writing (grammar, punctuation, spelling and handwriting)</p>	<p>Three Es: Encourage Equip Expect</p> <p>Praise writing attempts and display children's efforts.</p> <p>Raise expectations of writing with praise and encouragement.</p> <p>Children to be given time to respond purposefully to direct feedback.</p> <p>Children should always be encouraged to use their Fred talking and phonological understanding to attempt writing independently.</p> <p>Punctuation mimes to be used consistently across key stage 1.</p> <p>Use PIE Corbett story telling strategies in Reception and year 1.</p> <p>Continue using Pie Corbett 'Talk for Writing' strategies in Year 2.</p>	<p>All staff</p> <p>CW/DR/BC/JR/DA JC/NC/KA</p> <p>VS/LD</p>	<p>J.C- CPD teacher cover</p> <p>Supply cover- J.G, R.A, N.C, S.G, R.C, C.W, L.D. Course- £900</p> <p>L.D- CPD teacher cover</p>	<p>Sewing Bee- J.C organised a sewing workshop with parents to make writing tool belts for the children with a particular emphasis on engaging boys.</p> <p>Writing observations by M.S and L.D revealed use of PIE Corbett story telling strategies and RWInc. strategies- hold, edit and build a sentence.</p> <p>Walks around the school by the SIP and academy staff have praised writing displays and the clear picture they show of writing progress in the school.</p> <p>21.09.15- Pie Corbett conference attended by a staff member for each year group- M.S, V.S, J.G, R.A, N.C, S.G, R.C, C.W, L.D. Staff to feed back to their year group in PPA. 22.09.15- L.D to feed back in staff meeting on key ideas. Reading spines shared with each year group to highlight creative texts to use as a writing/topic stimulus. V.S and L.D to attend follow up conference- 03.11.15 to make a decision as to whether we adopt talk for writing in our school. Use of School values – Perseverance Pirate and Independent I – to</p>	On track

					<p>celebrate.</p> <p>Exciting Writers display. Adults modelling handwrite notes/display captions.</p> <p>Developmental marking used effectively to engage children in their won progress and ways forward.</p> <p>In Early Years developmental marking is shared with children orally and children respond immediately eg: forming a particular letter.</p> <p>Early years have introduced 'Tell-a-Tale-Trugs' – including story book/cd and small world to develop story telling.</p>	
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KEY TARGET 4

Action Plan for 'disadvantaged children to further close the gap in writing, reading and mathematics in KS1 and 2, with emphasis on higher level children'

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
<p>To raise the attainment of children who receive pupil premium and close the gap between them and their peers in number and problem solving.</p>	<ul style="list-style-type: none"> - Pupil Premium children who are lower than their peers to make 6 points progress during the year - Pupil Premium children who are in line with their peers to make at least 4 points progress during the year - Pupil Premium children who are higher than their peers to make at least 4 points progress during 	<ul style="list-style-type: none"> - Identify the children of higher ability, average ability and lower ability . - Teachers to complete a questionnaire for each child on pupil premium: Attitude to learning. Family background that has an impact on children's learning. Support that the teacher feels would benefit the child (not academic, eg. Social or behaviour), relationships with peers. - Work with Pupil Premium teachers - Monitor budget - Identify ways forward using the 	<ul style="list-style-type: none"> - Inclusion Leader - Class Teachers - Pupil Premium teachers - Team: Sarah and Dawn 	<ul style="list-style-type: none"> - Supply for Inclusion Leader to identify children, work with 1:1 teachers to work out a plan of action and monitor effectiveness - Pupil Premium budget to pay for Pupil Premium teachers - Time allocated for staff meetings 	<p>Review May 2015: It was very useful to have teachers complete the questionnaires about each child. These helped us plan a suitable programme for individual focus.</p> <p>Summer 14 to Spring 15: 4 points progress = 15% 2 points progress = 70% 0 points progress = 15%</p> <p>Review October 2015: July 14 to July 15: 6 points progress = 28% 4 points progress = 46% 2 points progress = 24% 0 points progress = 2%</p>	<p>Partially Met</p>

	the year	Eef Toolkit (see attached sheet)			Year 6 (3 children) 33% achieved L4+ = gap of 61%	
To raise the attainment of children who receive pupil premium and close the gap between them and their peers in reading.	<ul style="list-style-type: none"> - Pupil Premium children who are lower than their peers to make 6 points progress during the year - Pupil Premium children who are in line with their peers to make at least 4 points progress during the year - Pupil Premium children who are higher than their peers to make at least 4 points progress during the year 	<ul style="list-style-type: none"> - Identify the children of higher ability, average ability and lower ability . - Teachers to complete a questionnaire for each child on pupil premium: Attitude to learning. Family background that has an impact on children's learning. Support that the teacher feels would benefit the child (not academic, eg. Social or behaviour), relationships with peers. - Work with Pupil Premium teachers - Monitor budget - Identify ways forward using the Eef Toolkit (see attached sheet) 	<ul style="list-style-type: none"> - Inclusion Leader - Class Teachers - Pupil Premium teachers - Team: Sarah and Dawn 	<ul style="list-style-type: none"> - Supply for Inclusion Leader to identify children, work with 1:1 teachers to work out a plan of action and monitor effectiveness - Pupil Premium budget to pay for Pupil Premium teachers - Time allocated for staff meetings 	<p>Review May 2015: Summer 14 to Spring 15:</p> <p>4 points progress = 20% 2 points progress = 80% 0 points progress = 0%</p> <p>Review October 2015: July 14 to July 15:</p> <p>6 points progress = 18% 4 points progress = 68% 2 points progress = 14% 0 points progress = 0%</p> <p>Year 6 (3 children) 100% achieved L4+ = gap of 0%</p>	Met
To raise the	- Pupil Premium children who are	- Identify the children of higher	- Inclusion	- Supply for Inclusion	Review May 2015:	Partially

<p>attainment of children who receive pupil premium and close the gap between them and their peers in writing</p>	<p>lower than their peers to make 6 points progress during the year</p> <ul style="list-style-type: none"> - Pupil Premium children who are in line with their peers to make at least 4 points progress during the year - Pupil Premium children who are higher than their peers to make at least 4 points progress during the year. 	<p>ability, average ability and lower ability .</p> <ul style="list-style-type: none"> - Teachers to complete a questionnaire for each child on pupil premium: Attitude to learning. Family background that has an impact on children’s learning. Support that the teacher feels would benefit the child (not academic, eg. Social or behaviour), relationships with peers. - Work with Pupil Premium teachers - Monitor budget - Identify ways forward using the Eef Toolkit (see attached sheet) 	<p>Leader</p> <ul style="list-style-type: none"> - Class Teachers - Pupil Premium teachers - Team: Sarah and Dawn 	<p>Leader to identify children, work with 1:1 teachers to work out a plan of action and monitor effectiveness</p> <ul style="list-style-type: none"> - Pupil Premium budget to pay for Pupil Premium teachers - Time allocated for staff meetings 	<p>Summer 14 to Spring 15:</p> <p>4 points progress = 20% 2 points progress = 80% 0 points progress = 0%</p> <p>Review October 2015: July 14 to July 15: 6 points progress = 28% 4 points progress = 42% 2 points progress = 28% 0 points progress = 2%</p> <p>Year 6 (3 children) 33% achieved L4+ = gap of 63%</p>	<p>Met</p>
<p>Monitor progress and analyse data of pupil premium children in maths, writing and reading.</p>	<ul style="list-style-type: none"> - Children who are lower than their peers to make 6 points progress during the year. - Children who are in line with their peers to make at least 4 	<ul style="list-style-type: none"> - Look at class data every term - Track points progress every term - Class teachers need to look at the target sheets in books regularly - PP teachers to meet with class 	<ul style="list-style-type: none"> - Helen Francis - Class Teachers - Pupil Premium teachers - Team: Sarah and Dawn 	<ul style="list-style-type: none"> - Supply for Inclusion Leader to monitor progress and analyse data 	<p>Review May 2015: Data as above.</p> <p>We look at progress every term and are putting in place strategies to close the gap.</p> <p>Review October 2015: Data as above</p>	<p>Partially Met</p>

	points progress during the year. - Children who are higher than their peers to make at least 4 points progress during the year.	teacher and inclusion leader - Use data to inform further planning and teaching - PP teacher to look at formal assessment – maths test and Ros Wilson writing.				
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KEY TARGET 5

To improve attainment and progress in writing in Key Stage 2.

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1) 90% of children to make 4 points progress in writing each year. (Taken from year group targets)	All teachers follow a reading, talking, writing approach to teaching.-(not yet embedded). The writing skills of research, plan, draft and	Each year group to be provided with Pie Corbett 'Jumpstart Grammar' and 'Literacy games and starters' books to support ideas and teaching activities. Met- 20/01/15	LD All Key Stage 2	Cost of books- £170 In class	Year groups 1-6 have been provided with the 2 books. English books now show a journey of drafting, editing and publishing. The mind maps are being trialled across	Overall target met in KS1 but not across the whole school, however all success criteria is met or on

	<p>write, evaluate and edit, (publish) proof read and read aloud are visible in children's work and marking. Met- (evidenced in children's books) cont.</p> <p>Children will demonstrate a greater understanding and enthusiasm for writing.</p> <p>Chn will be confidently editing their work to improve their writing. On track</p> <p>Books will show clear ways forward and targets set. Met- evidenced in developmental marking scrutiny feedback.</p> <p>Children's books will show evidence of secure SPAG knowledge- Working towards</p> <p>Improved sentence structure- Working towards</p>	<p>Chn to complete mind maps as a start to a unit of work. Chn then re-visit their mind map at the end and add in (using a different colour) the things they have learnt about the writing style and purpose. Being trialled</p> <p>Teachers incorporate warm up literacy tasks into the morning. Being trialled</p> <p>Provide a genre and text types mind map to inspire staff to expand their genre base and to ensure even coverage across the year groups. Met- 5/01/15</p> <p>Teachers need to developmentally mark books once a week. Books will be scrutinised once a term. Met- 9/3/15,</p> <p>Pie Corbett training next academic year- poss as a SALT locality. Met- 21/09/15</p>	<p>teachers</p> <p>All teachers</p> <p>RA</p> <p>Dev. marking team- VS/LD/JG/HF/GH</p> <p>LD/RI to research</p>	<p>0.5 supply x2</p> <p>Scrutiny group to meet after school- 3.30-4.30pm.</p> <p>1 day supply x7</p> <p>0.5 supply x1</p>	<p>some year groups but needs to be revisited and shared as good practice in a staff meeting.</p> <p>J.G and L.D created a literature spine identifying the key texts being covered in each year group- 14.05.15.</p> <p>All staff completed key skills and genres form created by JG and L.D for Autumn, Spring and Summer topics- 9.06.15</p> <p>Developmental marking and direct feedback continues to be effective and books show progress. More emphasis on GPS is being displayed in the marking.</p> <p>21.09.15- Pie Corbett conference attended by a staff member for each year group- M.S, V.S, J.G, R.A, N.C, S.G, R.C, C.W, L.D. Staff to feed back to their year group in PPA. 22.09.15- L.D to feed back in staff meeting on key ideas.</p> <p>V.S and L.D to attend follow</p>	<p>track and many tasks have been completed. Year 1- 97% Year 2- 92% Year 3- 72% Year 4- 84% Year 5- 70% Year 6- 78%</p>
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					up conference- 03.11.15 to make a decision as to whether we adopt talk for writing in our school.	
2) To increase the percentage of children achieving level 5 at the end of key stage 2 in spelling, grammar and punctuation. Met	Regular progressive teaching of SPAG resulting in improved spelling and more consistent use of punctuation.	Weekly spelling tests of 10 words for each spelling rule in the National Curriculum (taught in lesson time the previous week). In addition, half termly spelling tests of National Curriculum word lists in KS2 to be sent home. Tests to be completed at the beginning and end of term. Met- Introduced on inset 5/01/15 Grammar audit to be completed by all staff to identify strengths and weaknesses. Met 20/01/15 Grammar workshops put on to build skills- for all staff. Met- 05.05.15 Use Language and Literacy as a resource to support year group topics and grammar teaching.	LD/VS Spelling lists for each year group to be split into 6 half termly chunks. Met- 3/11/14 LD/SH Staff in years 2-6.	Staff meetings- May 2015	A new approach to spelling was introduced in line with the National Curriculum and key word lists. The English subject area on the website now provides info on spelling. LD conducted a GPS audit in April 2015 and as a result asked all staff to complete a 2014 SPAG test the answers of which were addressed and discussed in a staff meeting led by RA/LD 5.5.15. LD made a GPS supporting document that was handed out to support staff and staff are finding it useful to inform lessons and marking. The meeting was then repeated with TAs twice by L.D and R.I.	Target met- 2015 Level 5 achieved 68% compared to 63% the previous year 2014- increase of 5%.

		Use of Alan Peat's sentence types to improve sentence structure. Buy SPAG online for year 6- Met Feb '15.				
3) Reduce number of boys identified as not making expected progress in writing across ks2. Met	Increased numbers of boys making 4 points progress each year.	Good use of quality texts. Language and Literacy Coordinator to work with Computing Coordinator to identify opportunities for use of ICT (animated stories, blogging, email etc.) Met- 28/04/15 Year groups to use a group set of iPads as a reading workshop activity- for internet research or word games- in progress Increase the level of choice given in writing tasks. Children can choose the text type to fit within the genre- Being trialled Identify more opportunities for drama. Staff to be provided with a list of possible drama activities to enhance writing. LD to arrange for Dave Simpson from University of Brighton to	RA/LD RA/LD All staff All staff RI/LD	0.5 supply x2 V.S/L.D after school meeting	Rachel A ran weekly writing booster sessions after school for year 6 boys in the Summer term- 2015. RA/LD met and as a result are going to run a staff meeting to show opportunities for writing and reading provided on Purple Mash. Staff to note down possibilities that link to their class topics. All year groups will be asked to publish one piece of writing on Purple Mash per term. Use of newspaper articles, story books, storyboards, character descriptions, leaflets and posters. Key stage two are providing more choice in writing- how children present their work/what genre they chose to write in. The profile of drama is being	Met APS 2013 Boys 14.1 2014 Boys 14.5 (National 14.4) 2015

		<p>come in and run twilight sessions with staff- provide ideas of key transferrable drama activities, rich texts and further reading. Met- June 2015.</p> <p>Approach Brighton University to provide English specialist students to come in and run drama sessions with the children- Contact made</p> <p>Robin Belfield (theatre director) to role out 'Play in a Day' with years 1-4. Met- May 2015</p> <p>Ensure writing is meaningful and has a real purpose. Staff to collate a list of purposeful contexts that match to their topics.</p> <p>Provide 'boy friendly' topic related opportunities for writing and measure the impact.</p>	LD/Jane Briggs (Uni)		<p>raised. Play in a Day was very successful. LD has made contact with Robin Belfield again with the possibility of support from his new job role in the RSC.</p> <p>Quality texts bought for each year group using money raised by Emma Russell through the sponsored book read- May 2015</p>	
4) To complete regular writing moderation across the school with an emphasis on writing from years 2 and 6.	All staff are familiar with the STA moderation for writing standards documents.	<p>Circulate the STA writing levels to staff. No longer relevant.</p> <p>Years 2 and 6 to moderate writing using STA and APP document in preparation for SALT moderation. Met- 12/03/15</p>	LD	V.S/L.D/R.A-supply cover	<p>SALT writing moderation has taken place in years 2 (17.03.15) and 6 (21.04.15). All moderated work has been agreed.</p> <p>Regular writing moderation meetings have taken place to</p>	Met All staff make accurate assessment judgements and provide good evidence.

		All staff to use moderation time to cross reference Ros Wilson assessments with STA document. No longer relevant.	All staff	MRC/RA/LD- 1 day supply	ensure all staff are consistent and in agreement. Examples of moderated work are now available on the u-drive to support staff in their judgements. Use of STA documents to moderate against work nationally in staff meeting- 16.6.15 Successful year 6 external writing moderation- 02.06.15	
5) To ensure all English skills are covered and clearly identified in planning.	Teachers will be aware of which English skills need to be taught and which genres and text types need to be covered. Children's books will show the writing process and clear, visible progression.	All staff to use INSET day to work in year groups to outline writing examples and map writing skills into their topics. Met- 5/01/15 Provide a genre and text types mind map to inspire staff to expand their genre base and to ensure even coverage across the year groups. Met- 5/01/15 Monitor coverage of skills taught across the school. Met- 14/05/15 Regularly scrutinise pupils' work. Met- Half termly	All staff RI/LD/JG JG/LD Dev. marking team- VS/LD/JG/HF/GH	JG/LD SUPPLY 0.5- 14/5/15	All staff completed key skills and genres form created by JG and L.D for Autumn, Spring and Summer topics JG and LD met to review skills and texts being taught /used in each year group- 14.05/15 Developmental marking scrutiny shows clear skills progression in English books across year groups. Skills are identified in termly learning journeys.	Met

KEY TARGET 6

Action Plan for Curriculum Map 2014-2015

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Review topics of curriculum map and measure the impact on boys' writing.	For standards to be raised in boy's writing across the school by using the curriculum map to inspire writing opportunities.	<ul style="list-style-type: none"> • Work with English Co-ordinator to focus on raising standards in boy's writing • Engage boys in exciting topics and writing styles linking it to curriculum map. • Create a springboard focus group for LA and MA writers using a designated teacher. Possible link with SATs booster groups. • .Monitor standards by scrutiny of pupil's work. • Encouragement of focus group teaching within class. 	<p>JG, LD & VS With support of working group.</p> <p>To be identified.</p> <p>All</p> <p>All</p>	<p>2 days supply</p> <p>To be quantified.</p>	<p>April 2015</p> <p>Oct 2015 Developmental marking group saw a progress in English books, including boys writing, as they showed the journey due to all English work in one book. This has had an impact of topic books, which is currently being reviewed. New curriculum map provides opportunities</p>	<p>Met</p> <p>(Springboard not being undertaken this October due to budget, staff and time constraints. Maybe undertaken later in the year.)</p>

					for boys writing to be more engaging.✓	
2. Review English skills throughout whole school and map into curriculum.	For teachers to be aware of which English skills need to be taught and which examples of extended writing need to be covered.	<ul style="list-style-type: none"> • Liaise with English co-coordinator to outline examples of English skills to be taught across the school. • Staff on INSET day to work in Year groups to outline writing examples and skills • Use completed examples to add to the curriculum map <p>Liaise with English co-ordinator to monitor coverage of skills taught across the school plus scrutiny of pupils' work</p>	JG and LD All All JG, LD and working group	INSET day Staff meeting 1 day supply x2 0.5 supply x 4	Jan 2015 10 th March 2015 Review June 2015 Ongoing- finish overview for English skills and allocate key texts. Money raised by Emma Russell will be used to buy key texts and group reads. An overview will also include the key skills, which can be added to the curriculum map. Look at GPS and how this features as part of the daily lesson. In January 2015, an INSET day was dedicated to the curriculum map with a particular emphasis on English and time was allocated to staff to become more aware of the requisite skills. Raising standards in	Met

					<p>writing is a priority for our school. To support this, we felt that it was important to map key texts and writing experiences so that staff have an overview of these skills, ensuring coverage and a range of writing experiences.</p> <p>Books have been purchased and distributed to all year groups to support curriculum map. English overview completed.</p>	
3. To review International Award and create a portfolio.	Review and update the International links with the curriculum map.	<ul style="list-style-type: none"> • Ensure the curriculum map reflects the ethos of the International Award • Create a portfolio for International Award • Make links with various countries (Australia, Africa and America) 	JG, JS, SG, BC and CW	3 days supply Staff meeting to introduce ideas for International links and engage all staff	<p>January 2015</p> <p>2 June 2015</p> <p>A meeting was set up to discuss International award bt JS and JG. Information presented to staff.</p> <p>Years 1, 3 and 5 will be making international links in the summer</p>	Met (portfolio is on-going.)

					term. Completed.	
4. To review planning formats and the impact on teaching and learning. (Ofsted planning format).	Review the planning format to reflect children's learning and amend if necessary.	<ul style="list-style-type: none"> Review the learning journey Review the weekly plans Work with Maths and English Co-ordinators to review planning structures Identification of different learning styles Review Ofsted lesson plan and update template. 	SLT, JG & Developmental marking group	2 days supply Staff meeting for all staff to celebrate children's' work by sharing books. Also review planning formats and discuss.	May 2015 28 April 2015 Ofsted planning updated and being used for individual lesson plans.	Met
5. Review coverage of foundation subjects and the skills taught. Promotion of "curriculum" days.	All staff to feel confident in teaching the foundation subjects, by accessing good quality resources.	<ul style="list-style-type: none"> Review the mapping of skills in foundation subjects. Build up a central resource pool to support the skills being taught. Look at how other schools plan in order to ensure best practice. Review the curriculum map and identify subject areas for curriculum days. To pilot a review of curriculum map with Year 1 focusing on learning journey and coverage of skills being taught. 	JG & subject leaders. All staff JG, SG, BC & CW JG & subject leaders JG, BC, CW & SG	1 day termly. Ongoing 0.5 day supply x 4 0.5 supply	Termly Mar 2015 Sept 2015 16th Dec 2014 2.15pm Staff meeting set up to discuss curriculum map and areas to be reviewed. Science, Geography and Music will be looked at first. Some changes to order of topics on curriculum	Met

					map. Cross curricular week organised for Autumn term 2015. This was discussed and agreed to defer till a later date.	
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KEY TARGET 7

Action Plan for Teaching and Learning

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources / Time/ Finance	Evaluation/ Review	Completed Target? Met/ Partially Met
<p>1) To create a collaborative, whole school approach towards the promotion of perseverance within every class in the school.</p> <p>- To develop</p>	<p>- All staff to use 'The Pit' and Growth Mind-set throughout all lessons and show display in classrooms.</p> <p>- Children to understand the terms 'Growth Mind-set' and 'The Pit'.</p> <p>- Childrens' thinking to change – they should be able to understand that challenge is a</p>	<p>- Staff meeting, Feb 24th, to introduce independent thinking/ 'In the pit' model and changing mind-set to achieve model, to the staff.</p> <p>- Assemblies to ks1 and ks2 to introduce 'In the Pit' model and growth mind-set to get out of the pit.</p> <p>- Challenge Week –</p>	<p>V.S R.C H.A S.O</p>	<p>N/A</p>	<p>All staff are using 'The Pit' and Growth Mind-set throughout all lessons and are displayed in classrooms.</p> <p>Staff meeting held in February to introduce to staff.</p> <p>Staff were provided with resources to implement this target.</p>	<p>Met</p>

<p>children’s understanding, of how their thinking affects their achievement. Following the theory model - Growth Mind-set and Fixed Mind-set.</p>	<p>good thing and how they can achieve success when challenged.</p> <ul style="list-style-type: none"> - Vocabulary used throughout school. - Evidence of children accepting challenge. 	<p>Philosophy/brain/challenge week.</p> <ul style="list-style-type: none"> - Create – ‘In the pit’ and Growth Mind-set posters to give out to all staff, to use in classroom. - Create an independent learning poster–give out to all staff to use in classroom - Create a bank of Year groups ‘Thunks’ for all staff to access. - Create display in hall to promote Growth mind-set and getting out of ‘The Pit’. - Staff meeting, Feb 24th, Introduce whole school reflection/self-review approach (Crystal Ball analogy – see attachment) to discuss what is being learnt and progress made – a tool for mini plenary throughout the lesson. 			<p>Assembly held to introduce to children.</p> <p><u>Display created in hall for all to see and refer to.</u></p> <p>To continue – Challenge week. RC attending course in spring term.</p>	
<p>- To create a whole school approach to</p>	<p>Children to be able to say what they are learning, what progress they have made and what they</p>	<p>- Ensure use of Talk Partners is evident in every classroom. (Staff meeting)</p>	<p>H.A S.O</p>	<p>N/A</p>	<p>We created a whole school crystal ball approach.</p>	<p>Met</p>

<p>allow children to confidently communicate what skills they are learning and independently review their learning, at any point in a lesson.</p>	<p>need to do, to improve understanding in every lesson. Particularly if asked at any point during the lesson.</p> <ul style="list-style-type: none"> - The term, Talk Partners, is used consistently in every classroom. - All staff to use 'Crystal Ball' analogy throughout all lessons and show display in classrooms. - 'I can' on the top of every flipchart page and working wall. - Children to understand the term look into your 'Crystal Ball'. 	<ul style="list-style-type: none"> - Create crystal ball laminate for every teacher to use in classroom. (Ready for staff meeting.) 			<p>Staff meeting held in February to introduce to staff.</p> <p>Staff were provided with resources to implement this target.</p> <p>Re-visited crystal ball across the school during staff meeting to ensure all staff using analogy for children's reflection time about learning.</p>	
<ul style="list-style-type: none"> - To show a consistency throughout the school, with the use of working walls. 	<ul style="list-style-type: none"> - All staff to include 'I can' statement on working wall. - All staff to include success criteria on working wall. - Resources and information to be displayed clearly in an organised way to maximise children's learning. 	<ul style="list-style-type: none"> - Produce working wall criteria for all staff to see. - Complete learning walk around the school and discuss working walls. (24th Feb) 	<p>H.A S.O V.S R.C</p>	<p>N/A</p>	<p>Briefly discussed during staff meeting.</p> <p>We created a list of criteria for what to include in a working wall. To be discussed and agreed with all staff in staff meeting this term.</p> <p>Management walk around focusing on environment and working walls. Working walls a</p>	<p>Met</p>

					focus for observations.	
- Books to clearly display a learning journey; this includes accurate differentiation, developmental marking and pupil-teacher dialogue.	- Evidence of end product to be in the same book as the learning journey. - Teachers to abide by Marking policy to ensure the right amount of developmental marking is evident in books. - Green Polishing Pens to be used in KS2 – used to be in response to developmental marking and improvement of work	- Liaise with KS2 Literacy Writing team. - Termly book look and moderation. - Buy green pens for all children to use.	R.C V.S BHS		All children in KS2 were provided with a green pen to respond to feedback. Books continue to be reviewed by the developmental marking team.	Met
Co-ordinators to share good practice within staff meetings.	All staff will be given 5 minutes at the start of a staff meeting to share some ideas and good practise for their specific co-ordinator role. For example: websites, companies, resources, topic information and organisation techniques	- Discussion with head to agree the action can be put forward. - Organise rota for staff meeting, spring and summer term. - T+L team to introduce during staff meetings.	R.C H.A S.O R.I		We organised a staff rota for each staff meeting to ensure all teachers share good practise.	Met

KEY TARGET 8

Focus: Develop creative, interactive and informative environment for the school community

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
Develop use of Rotunda	Dedicated space to celebrate achievements in school	School Council board ECM Peer mediators Learning Mentor board	Art Co-ordinator and working party	Art resources Time to develop use	The Rotunda is being used for group work and drama, but it is also a printing area which is unhelpful with the paper waste.	PARTIALLY MET
Maintaining the school Display boards and Dynamic doorways	All boards to have current work and information on	Display board rota in place. All staff responsible for a board and doorways	Art Co-ordinator	Art resources	Display boards have a rota, all changed on a regular basis. Dynamic doorways are in constant use. Displays about values, house points and British values all in use.	MET
School Values displayed and used in work and classes	All children know of values and can see them in the school environment	Finish design with resident artist	Jill Latter/ Marcus Still	£1500 for Jill Latter Resources	All children know about the school values. Posters and stickers were produced and the school has examples of good practice from children on display. All embedded.	MET
Develop the use of Learning	All staff to participate	Staff in teams of three will walk around the school and comment on	Art Coordinator	Supply x three days per half	Some Learning walks have taken place, with staff	PARTIALLY MET

Walks	with a Learning Walk Improvement to the environment by support, challenge and critical friendship	areas This includes Health and Safety walks	and Deputy Head Head and Premise manager	term	members, locality heads and school improvement partner. To be fully met, the walks need to be embedded into termly timetables	
Improvement and sustainability of the new expansion areas of our school	Outside learning environment is fit for seasonal purpose Internal learning environment is sustained to a high standard	<u>Outside</u> -pathways clear -shade developed -games and rules developed at playtimes -Eco club and gardening club to have more of a profile -PTA to support a sensory garden -PTA to maintain and fund raise various projects <u>Internal</u> -display boards rota -learning walks used as a critical friend -front entrance and admin block to be maintained to a high standard	School council Premises Manager PTA Eco club Gardening club Individual teachers	Art resources PTA time and funding School fund	New internal areas are good. Outside areas need work-PTA have been used to finance the 'quiet area' and Sunninghill have had to come back to re-landscape certain areas.	PARTIALLY MET

PART 3

REVIEWED SUBJECT / AREA PLANS

ACTION PLAN FOR ART AND DESIGN

Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
<p>Art and Design Skills Map will show clear progression from year to year.</p> <p>Units of work will be realistic and manageable.</p> <p>Areas for support or amendment will be identified.</p>	<p>Review with staff how they have found planning with the skills plan and activity ideas. (Highlight on the plan areas completed and amendments needed.)</p> <p>Look at planning in Learning Journeys and weekly plans.</p> <p>Look at sample sketch books (HA, MA, LA) and work from KS1.</p>	<p>NC and all staff</p> <p>NC</p> <p>NC</p>	<p>1 day supply cover</p>	<p>Staff have been excited and stimulated by the new topics and art projects. I have informally chatted with teachers about the skills plan and activity ideas. Most ideas have been used of teachers have developed their own ideas to fulfil the skills statements. (Evidenced also in Learning Journeys)</p> <p>Jo H-Smith from Oathall and I looked at the sketchbooks and were pleased to see the evidence of on-going skills work there. More sketchbooks are now being purchased as children fill them fast quicker than before.</p>	<p>Partially Met</p> <p>(Formal review needed with evaluation of skills map highlighted by all staff)</p>
<p>Staff will be able to access</p>	<p>Update the Art Virtual portfolio with examples of high, average and below</p>	<p>NC and all staff</p>		<p>The profile, and therefore the standards, of Art and Design have</p>	<p>Met</p>

<p>examples of HA, MA, LA work as benchmarks to work towards.</p> <p>Staff will access support to improve their skills and confidence.</p>	<p>average samples of work. (Staff to make work available for NC to photograph.)</p> <p>Look for published resources or websites with ideas for units of work or sequences of lessons. Staff can attend G&T workshops at Oathall.</p> <p>NC will work with year groups as necessary with skills and planning ideas.</p> <p>Scrutiny of art work to identify areas requiring support.</p>	<p>NC</p> <p>NC</p> <p>NC</p>		<p>been raised by a number of factors not foreseen in the 'tasks'. In July we planned for a whole school open afternoon celebrating children's art work and the work produced with Artist in Residence Jill Latter. This was very well attended and children enjoyed showing their families their work around the school. Having a goal to work towards proved to be stimulating for staff and pupils. The new curriculum skills plan has enabled teachers to plan more critically about the outcomes and has stimulated fresh ideas. Teachers have approached me for support with techniques and knowledge. Teachers observed Jill Latter (Artist in Residence) as she demonstrated specific skills. Children have continued to attend G & T workshops at Oathall and have shared the outcomes with their classes. A display board has been dedicated to show the Art and Design outcomes. A team has been created to apply for the Artsmark award. This has already stimulated a greater emphasis on Arts opportunities and celebration within the school.</p>	<p>(on going – Art Virtual Portfolio, Arts Mark application)</p>
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Action Plan for ECM

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
To map out specific English skills on the curriculum map. (Link with Curriculum map action plan)	For teachers to be aware of which English skills need to be taught and which examples of extended writing need to be covered. To provide an overview of skills for staff.	<ul style="list-style-type: none"> • Work with English co-coordinator to outline examples of English skills to be taught in Year 2 and 3. • Present an example of skills on INSET day to share with staff • Staff on INSET day to work in Year groups to outline writing examples and skills • Use completed examples to add to the curriculum map 	JG and LD	1 day supply x2 INSET day Staff meeting	January 2015 Developmental marking group saw a progress in English books, including boys writing, as they showed the journey due to all English work in one book. This has had an impact of topic books, which is currently being reviewed. New curriculum map provides opportunities for boys writing to be more engaging.✓	Met
To review the topics of curriculum map and measure the impact they	For standards to be raised in boy's writing across the school	<ul style="list-style-type: none"> • Work with English Co-ordinator to focus on raising standards in boy's writing • Engage boys in exciting topics and writing styles. • Monitor standards by 	JG, LD and VS	2 days supply Termly	April 2015 October 2015	Met

<p>have on progress of boy's writing. (Link with Curriculum map action plan)</p>		<p>scrutiny of pupil's work</p> <ul style="list-style-type: none"> • Encouragement of focus group teaching 			<p>Ongoing- finish overview for English skills and allocate key texts. Money raised by Emma Russell will be used to buy key texts and group reads. An overview will also include the key skills, which can be added to the curriculum map. Look at GPS and how this features as part of the daily lesson. In January 2015, an INSET day was dedicated to the curriculum map with a particular emphasis on English and time was allocated to staff to become more aware of the requisite skills. Raising standards in writing is a priority for our school. To support this, we felt that it was important to map key texts and writing experiences so that staff have an overview of these skills, ensuring coverage and a range of writing experiences.</p>	
<p>To liaise with the Inclusion Leader to ensure the</p>	<p>For targeted children to achieve 4 points</p>	<ul style="list-style-type: none"> • Regularly liaise with ECM leader to ensure the curriculum supports targeted children • Track the progress of 	<p>Inclusion Leader HF ECM Leader JG</p>	<p>Supply for Inclusion and ECM leaders every half term.</p>	<p>Termly Refer to Helen Francis for Pupil Premium children and</p>	<p>Met</p>

curriculum supports targeted groups of children.	progress across Maths and English For the gap to have closed between targeted children and their peers	targeted children. <ul style="list-style-type: none"> • Provide and monitor interventions and quality teaching 			progress made.	
To communicate curriculum developments to staff parents and governors.	Staff parents and governors to be aware of curriculum developments	<ul style="list-style-type: none"> • To update website to show developments • To present staff meetings • To update SLT members 	ECM Leader JG	3 x ½ days supply	Every Term	Met
To review planning formats in relation to the new curriculum and its impact on children's learning. (Link with Curriculum map action plan)	Review the planning format to reflect children's learning and amend if necessary.	<ul style="list-style-type: none"> • Review the learning journey • Review the weekly plans • Work with Maths and English Co-ordinators to review planning structures • Scrutiny of children's books to measure coverage of the new curriculum and progress • Identification of different learning styles • Review Ofsted lesson plan 	ECM Leader JG Developmental marking group	2 days supply Termly	May 2015 Ofsted planning updated and being used for individual lesson plans.	Met

ACTION PLAN FOR GEOGRAPHY

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
To update materials and resources, including the use of ICT into the teaching and learning of Geography.	-To buy resources to support the changes in the curriculum -Teachers to have an extensive list of child friendly Geographical websites / available cd roms.	- Update and purchase resources in line with the new curriculum, subscribe to recommended websites - Produce a list of Geography / ICT resources and distribute to teachers -Introduce staff to 'Digimap', linking to progression in mapping and the local environment -Build up a central resource pool to support the skills being taught	SG SG and teaching staff	2 x½ day 1 day termly	July 2015 Some resources have been purchased, within budget constraints July 2015 Digimap shared with KS2 staff, further time to be given to this through 'good practice' in a staff meeting	Partially met Partially met

To review and monitor that key skills are covered in topics in all year groups.	For teachers to be aware of key skills that need to be taught to ensure continuity and progression through each year group	-Pilot review of curriculum map with Year 1 focusing on the learning journey and coverage of skills being taught -Audit teaching plans to check coverage of key skills within topics -Termly take in a sample of pupil books to monitor achievement, continuity and progression	JG, BC, CW and SG JG, LD and working group	1 day termly	16 th Dec 2014 Staff meeting held to discuss and review the curriculum map. Some changes made to the ordering of focus areas within Geography Termly	Partially met
To develop a portfolio of children's work	A portfolio of children's work to evidence work taught and levels of attainment	-Termly collect samples of children's work showing different levels of achievement in Geography	SG	1 day termly	Termly Samples of work are being generated to create a portfolio - ongoing	Partially met
To review International award and create a portfolio	Review and update the International links with curriculum map	- Ensure the curriculum map reflects the ethos of the International award - Create a portfolio for the International award - Make links with various countries (Australia, Africa and USA)	JG,JS,SG,BC,and CW	3 days supply Staff meeting to introduce ideas for International links and engage all staff	January 2015 2 nd June 2015 Meeting held to discuss International award. Years 1,3, and 5 made international links in the Summer term.	Met

To develop enquiry based learning and promote curriculum links	For all staff to feel confident to teach through enquiry, as part of the Geography curriculum	-To support teaching staff in the development of a key question/enquiry to work on in each topic -Build a portfolio of examples of key questions/enquiries and pupils work for a central resource store	SG	1 day Staff meeting to enable staff to plan an enquiry	October 2015	
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ACTION PLAN FOR HISTORY

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
To update curriculum map in response to the new curriculum	<ul style="list-style-type: none"> share with SMT and staff of new developments set aside planning time in Staff Meetings to 	<ol style="list-style-type: none"> Look at the new curriculum and identify changes. Map new changes, clearly identifying skills and coverage in 	JG/CW/SG	2 days supply	January 2015	Met

(2014)	<p>action changes</p> <ul style="list-style-type: none"> to review termly the implementation of new initiatives 	<p>each year group.</p> <p>3. Support staff with planning and resourcing.</p>				
To update resources, including the use of ICT into the teaching and learning of history.	<ul style="list-style-type: none"> To buy resources to implement the changes in the curriculum Children to use the internet as a source of information. Leading to discussions of reliability of web pages. Teachers have an extensive list of child friendly historical websites / available cd roms. 	<p>4. Audit history based cd roms and resources currently held in school. Subscribe to recommended websites.</p> <p>5. Update resources</p> <p>6. Research child friendly historical websites.</p> <p>7. Produce a list of history / ICT resources and distribute to teachers.</p>	JG/CW/SG	<p>2 x½ day supply</p> <p>Purchase of resources and cd roms.</p>	Ongoing	Partially met

ACTION PLAN FOR INCLUSION

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
<p>To raise the attainment of children who receive Pupil premium funding and close the gap between them and their peers</p>	<p>- Children on our Pupil Premium register will make 4 points progress throughout the year the gap between children on the Pupil premium register and that of their peers will close</p>	<p>- Look at children’s attainment from Spring 2014 and every term - Monitor their attainment every term (strengths and areas for development) - Deploy teachers (Liz and Claire) to teach children 1:1 and in small groups (after identifying individual child’s areas for development) - Monitor the effectiveness of this targeted teaching - Keep a record of support for individual children - Work with class teachers - Look at children’s attainment in Spring 2015</p>	<p>- Inclusion Leader (HF) - Team to work on this target (SO and DS)</p>	<p>- Supply for Inclusion Leader and Team to implement target - Pupil Premium budget to pay for : 1) teachers to teach children 1:1 and in small groups 2) individual TA support</p>	<p>- On going review Review October 2015: July 14 to July 15 Maths: 6 points progress = 28% 4 points progress = 46% 2 points progress = 24% 0 points progress = 2% Year 6 (3 children) 33% achieved L4+ = gap of 61% July 14 to July 15 Reading: 6 points progress = 18% 4 points progress = 68% 2 points progress = 14% 0 points progress = 0% Year 6 (3 children) 100% achieved L4+ = gap of 0% July 14 to July 15 Writing: 6 points progress = 28% 4 points progress = 42% 2 points progress = 28% 0 points progress = 2%</p>	<p>Partially met</p>

					Year 6 (3 children) 33% achieved L4+ = gap of 63%	
To communicate Pupil Premium updates and developments to staff, governors and parents	- Staff, parents and governors to be aware of how Pupil Premium is being spent	- to present staff meetings - to update website to show developments and expenditure - present regular reports for Governors - to update SLT members	- Inclusion Leader (HF)	- Supply for Inclusion Leader to implement target	- Every term Review October 2015: 6 Governor reports have been written by HF keeping them informed of updates and assessment. Staff are also kept informed of updates and assessment. Parents have also been kept informed of how their children will benefit from PPG.	Met
To provide interventions, manage staff, monitor progress and analyse data of Gifted and Talented children	- Gifted and talented children will be making expected or above expected progress - Gifted and talented children will have specific resources available to them to use within the classroom and outside of the classroom	- Look at data every term to keep Gifted and talented register up-to-date - Work with Gifted and Talented teacher (CL) to ensure relevant teaching is happening - Monitor the effectiveness of this support by looking at data every term - Support class teachers in providing activities for Gifted and Talented children - Work with SALT teachers to provide activities for G and T	- Inclusion Leader (HF) - Gifted and Talented teacher (CL)	- Supply for Inclusion Leader to implement target	- Every term Review October 2015: G and T Festival was a huge success in Spring 2015 which catered for children on our G and T register in our locality. G and T progress - July 14 to July 15: 6 points progress = 10 ch 4 points progress = 27 ch 2 points progress = 2 ch 0 points progress = 0 ch	Met

		children across our school and locality				
To liaise with the ECM Leader to ensure the curriculum supports targeted groups of children	<ul style="list-style-type: none"> - For targeted children to achieve 4 points progress across Maths and English - For the gap to have closed between targeted children and their peers 	<ul style="list-style-type: none"> - Regularly liaise with ECM Leader - To ensure the curriculum supports targeted children - Track the progress of targeted children - Provide and monitor interventions and quality teaching 	<ul style="list-style-type: none"> - Inclusion Leader (HF) - ECM Leader (JG) 	<ul style="list-style-type: none"> - Supply for Inclusion and ECM Leader to meet every half term 	<ul style="list-style-type: none"> - Every term <p>Review October 2015: The gap closed for some of our targeted children.</p>	Partially met
To liaise with SENCo and Learning Mentor to provide adequate provision and resources across the school and to ensure progress is being made	<ul style="list-style-type: none"> - Children on the SEN register will be making expected progress - Children on the SEN register will have specific targeted provision 	<ul style="list-style-type: none"> - Regular meetings with SENCo (HD) - Regular meetings with the Learning Mentor 	<ul style="list-style-type: none"> - Inclusion Leader (HF) - SENCo (HD) - Learning Mentor (To be appointed) 	<ul style="list-style-type: none"> - Supply for Inclusion Leader to have meetings with SENCo 	<ul style="list-style-type: none"> - On going review <p>Review October 2015: Some of our children on the SEN register made expected progress and above.</p>	Partially met

ACTION PLAN FOR MFL

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
To support staff in language teaching	Resources will be accessible and well used	<p>Arrange a staff meeting for the spring term. Ask Elaine Minett to run it.</p> <p>Make an inventory of resources and ensure they are accessible and clearly labelled</p> <p>Purchase an adult French course eg BBC Talk French pack 1 & 2</p>	<p>JC</p> <p>JC</p>	<p>£100</p> <p>Half day supply</p> <p>£50</p>	<p>Have been 2 MFL staff meetings In the Summer and Autumn terms run by JC and RC</p> <p>MFL room has been tidied</p> <p>Talk French Pack 1 purchased</p>	MET
To continue to monitor and evaluate MFL being taught in the school	All year groups teaching French or Spanish on a weekly basis; 45 minutes in KS2, 30 minutes in KS1 and 20 minutes in EY	Monitor planning and use of French books and speak to class teachers to audit provision and attainment	JC	Half day supply	Most classes teaching some French or Spanish. Year 6 using pupils books well, have been introduced in other KS2 year groups	PARTIALLY MET
To improve staff confidence in teaching and learning French and Spanish and to establish a link with a French School	Use Erasmus+ grant for staff trips to France and Spain	<p>French language and methodology course in Rouen</p> <p>2nd trip to France Trip to Spain</p>	<p>RC and HA</p> <p>RC + 2 JC + 1</p>	Erasmus + grant	2 nd French trip and Spanish trip planned for Easter and February	PARTIALLY MET
To update my own knowledge	To learn about	Attend MFL conference at	JC & RC	£200 + supply	Attended	MET

and skills	current best practice in MFL teaching	Sussex University				
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ACTION PLAN FOR MUSIC

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
To introduce orchestra club to encourage positive understanding of children taking part in individual music lessons throughout the school timetable as well as greater understanding of live music.	<ul style="list-style-type: none"> - Club running each week. - Children across all year groups taking part. - Performance to school. - Performance to parents at end of term. 	<ul style="list-style-type: none"> - HA to liaise with W. Sussex Music for member of staff. - Decide on payment allocation - Organise live music performances during assembly to inspire whole school to want to play, using previous school students who play in bands. - Organise performances to school and parents towards end of term. 	HA W. Sussex Music Team	1 hour a week in January 2015 - club starts. Music Space Allocation of payment to school or parents?	Orchestra club started and children will be performing during school assemblies and hopefully alongside children in the ks2 christmas concert.	MET
To introduce children across the school to a variety of composers	- All classes to listen to composers throughout school day.	- HA to convert music from youtube onto a format that works on school system.	HA	Possible creation of year group CDs.	Folder created for staff to use. Staff introduced to	MET

from Britain throughout time to develop an understanding and appreciation of a variety of traditions.	<ul style="list-style-type: none"> - All teachers/staff have access to bank of music from each composer. - All children to be able to discuss and evaluate a variety of composers. 	<ul style="list-style-type: none"> - Create folder on system for bank of music. - Find out specific composers used for each year group. 			folder and ideas during staff meeting. H.A to add more songs in folder for further use.	
To create a whole school approach to music and develop a positive relationship with music being used cross-curricular throughout every aspect of school life.	<ul style="list-style-type: none"> - Music to be seen throughout all subjects across the school. (In planning and lesson observations) - All teachers having access to banks of music. - Children to speak positively and concisely about a variety of music. 	<ul style="list-style-type: none"> - HA to continue to work using the 10 pieces project. - Choose who will take part. - Create whole school approach within the curriculum to take part in 10 pieces project. - Link with choir and Mrs Rolph 	HA W.Sussex Music/ Ensemble Rezza V.S	<ul style="list-style-type: none"> Cover for time at music event. Link with Arts Award 	Discussions with award team to develop a special event involving whole school in the summer – art and music together.	PARTIALLY MET
To improve the quality of teaching and learning within music.	<ul style="list-style-type: none"> - All teachers to feel confident with teaching music at an appropriate level for there year group. - Observe a consistent approach to the teaching of music. - Children to receive a regular and high standard of music lessons. 	<ul style="list-style-type: none"> - Look into use of expert music teachers for CPD. - Review music policy. - Review plans and whole school music map. - Check music timetables across year groups. 	HA Liaise with JG And W.Sussex Music	<ul style="list-style-type: none"> Cover for time to review planning and curriculum. 	Teachers reminded of resources and scheme of work we use during staff meeting. Also reminded to focus on the key skills used across music lessons. Need to continue to look at the whole school curriculum and ability to teach. No funding for expert music teachers at present.	PARTIALLY MET

ACTION PLAN FOR PSHCE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1) To organise activities for anti-bullying week	Everyone is aware of anti-bullying message	* Organize anti-bullying workshops with PC Kemp and NSPCC *Ensure all staff are aware of activities.	SO	w/b 17 th November and 24 th November	Successful anti bullying week – whole school made shields.	MET
2) To organise activities for safer internet day	Everyone is aware of how to stay safe online.	* PC Kemp to deliver workshops on online safety to KS2 * Staff to promote internet safety in class	SO	February	PC Kemp came in to discuss internet safety. Staff promoted internet safely. RA – implemented whole school internet safety scheme	MET
3) To ensure curriculum map reflects new OFSTED framework for PSHE.	Match PSHE headings to framework.	* Ensure each year group have amended their long term plan for PSHE according to the new framework. * Upload useful documents to U drive to support with new curriculum	SO Year group teachers		Teachers have amended plans and useful documents have been uploaded. Still reviewing a new scheme of work to implement across the school.	Partially MET
4) To maintain links with wider community.	Arrange visits from Police and Fire Service.	* Organise PC Kemp to visit whole school. Provide contact details for all staff so they can	SO		Fire brigade visited years 2 and 5. PC Kemp came in and ran workshops with whole	MET

		contact her for their own visits. * Organise Fire Brigade visits to years r, 2 and 5	Teachers		school.	
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ACTION PLAN FOR PE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
To continue improving the quality of teaching and learning in physical education	All teachers (including those in the first half of the week) will have received at least 2 x 6 week blocks of CPD from Premier Sports Teachers will be more confident in teaching areas of PE they were less confident in, in the past.	Continue with CPD from Premier Sports Switch days back to Friday for new academic year 2015/16	JS & all staff	£130 per day	October 2015	Partially met
		Staff meeting on 'Teaching an Outstanding PE lesson' - Rachel McKinney	JS & Mid Sussex Active	Part of money paid to Mid-Sussex Active		Teacher met
		NQTs to go on course provided by Mid-Sussex Active PE Coordinator to go to PE conference	JS & NQTs	Part of money paid to Mid-Sussex Active		TAs not met
		Other staff to attend courses in	JS	Part of money paid to Mid-		

	TAs will be more confident in assisting during PE lessons	areas they are less confident TAs to attend afternoon course at Lindfield on how best to support a PE lesson	Other staff JS, TAs & Mid-Sussex Active	Sussex Active Part of money paid to Mid-Sussex Active + money left from Sport Premium Part of money paid to Mid-Sussex Active		
To set up an established Intra School Competition program that feeds into the Lindfield School Games (Sports Days) - Set up and started but not embedded yet	Every class will take part in 4+ intra school competitions in 3+ different sports - Partly achieved – 3 in 2 sports. Scores will be documented on the Lindfield School Games board	Establish 'House Games Weeks', towards the end of each half term, where each class must complete an inter house competition in the area of PE they have just been working on Ask Sport Crew to assist in the running of these competitions Speak to Sport Crew about setting up mini house competitions at lunchtime during 'House Games Week'	JS & all staff JS & Sport Crew JS & Sport Crew	Training as part of Mid-Sussex Active money	October 2016	Met - But not embedded
To make sure teachers/children are wearing the correct kit. – Most teachers	All teachers and children will dress suitably for PE	Update uniform policy & prospectus to include information about new kit. Check (and edit where	JS JS	Zero	January 2015	Partially met Children – met Teachers –

are wearing kit but some still do not		appropriate) the staff protocols				Partially met
To use ICT more in PE lessons	Teachers and children will use iPads to review their lessons and for plenaries.	<p>Feedback to staff on how they might be used effectively in lessons by children and staff.</p> <p>Make sure Coaches Eye is installed on all staff iPads</p> <p>Liaise with Computing Coordinator in regards to Apple TVs in each class</p> <p>If possible buy a small set of mini iPads to be used by small groups in PE lessons – Not achieved but classes will be getting their own set so not required</p>	<p>JS</p> <p>JS & BL</p> <p>JS & RA</p> <p>JS</p>	<p>During a staff Meeting</p> <p>Minimal cost</p> <p>Apple TVs in classroom (see ICT action plan)</p> <p>£1000 to buy iPads</p>	July 2015	Partially met

ACTION PLAN FOR SCIENCE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1.To review science in curriculum map in response to the new curriculum and the EY's curriculum	Share with SMT and staff of new developments Set aside planning time in Staff Meetings to action any changes To give staff confidence to deliver the implementation of new initiatives	<ul style="list-style-type: none"> • Review the new curriculum and identify changes. Map any changes on the curriculum map and share with staff • Review and monitor coverage of Science and the skills for each year group. • Update portfolio of evidence • Update Science policy • Identify key learning objectives and provide a clear outline of skills to show progression and coverage. • To update resources to support delivery of new curriculum 	JG	1 day supply to review overview	From January 2015 this will be ongoing	Met in terms of KS1 and KS2. No budget to focus on EY's

	An updated Science policy					
2.To monitor our new marking and feedback policy and it's effectiveness in promoting children's learning	To review consistency and effectiveness of marking of children's work through Topic/Science and the impact of children's learning	<ul style="list-style-type: none"> Scrutiny of children's work in science (HA, MA, LA from each class). Pupil questionnaires to be completed. Share with staff and highlight ways forward. 	JG and Developmental Marking Team	1/2 day release x 2 SMT meetings and staff meetings Termly	From November 2015 this will be monitored every half term.	Met
3.To update procedures in assessment in Science	To review and update assessment in science, giving staff confidence in identifying levels and providing and providing opportunities for	<ul style="list-style-type: none"> To look at assessment in relation to the new curriculum. Identify progression in year groups. Identify clear procedures to support with assessment in Science, particularly in relation to "Working scientifically" To work closely with 	JG, DS and JS working with TLR members	2 day supply	March 2015	Work in progress

	<p>differentiation</p> <p>To pilot assessment strategies in Year 3, 4 and 5</p>	<p>Science team from Brighton University to assess children in Science.</p>				
<p>4. To provide rich experiences for children in Science</p>	<p>To organise a Science week in school to promote learning and understanding in Science</p> <p>To engage children in outside learning experiences</p>	<ul style="list-style-type: none"> • Liaise with Mid Sussex Science Week and Building Heroes Project. • Set up Year 5 with working on a project with a local business • Inform staff of Science week and support them with activities • Liaise with PTA to provide theatre and workshop opportunities for the children • Attend the Mid Sussex Big Bang Science Fair in June 2015 • To review the Eco School programme • To monitor the use of the school's grounds and liaise with the Premises Officer 	JG, JS and DS	3 days supply Science week Termly	May/ June 2015	Met
<p>5. To track pupils progress in</p>	<p>To analyse Tracking System using</p>	<ul style="list-style-type: none"> • Analyse data and pupils progress. Progress of cohorts to be fed back to 	JG, DS and HF	½ day supply	January 2015	Partially met

science	data across year groups. Strengths and areas of development identified. Identify more able children.	staff in progress meetings				
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