



**LINDFIELD
PRIMARY
ACADEMY**

LINDFIELD PRIMARY ACADEMY
ACADEMY IMPROVEMENT PLAN
SUMMER UPDATE 2015-16



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PART1 - INTRODUCTION

The Academy Improvement Plan has been written in response to last year's School Improvement Plan and the information coming from Raise online in October 2015. This has now been updated with progress on the Key Target Action plans.

KEY TARGETS FOR THIS YEAR

- 1) Improving Mathematics
- 2) Improving Writing
- 3) Progress of groups
- 4) Improvement of the learning Environment
- 5) Development of Social and Spiritual Learning

PART 2-KEY TARGET ACTION PLANS

KEY TARGET 1

IMPROVING MATHEMATICS

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review
To challenge more able mathematicians on a day to day basis	Children who reach mastery level in Year 2 will be higher than National average Children who reach mastery level in Year 6 will be higher than National average	<ul style="list-style-type: none"> - JS to meet with CL to discuss G&T lessons throughout the school and refine the programme where necessary – look at which children are coming out. HA or G&T - Introduce challenge boxes into each class with a bank of problems - Share the 'Nrich' and NCETM websites with the staff. Also show staff how it can be used in planning lessons as well as for extension tasks - Introduce the 'mini maths moment' during the day including coming up with ideas for this e.g. Number of the day etc. Particularly in EYFS/KS1 	<p align="center">JS/CL</p> <p align="center">JS/CL</p> <p align="center">Key Target Team</p> <p align="center">JP/NC</p>	<p>Afternoon out of class – free (CPD teacher to cover)</p> <p>Books/resources £100</p> <p>At maths staff meeting and through year group planning sessions - free</p> <p>Planning sessions</p>	<p align="center"><i>Shared in staff meeting</i></p> <p align="center"><i>Introduced in staff meeting</i></p>

<p>To create more opportunities for maths at home</p>	<p>Positive feedback from parents in the evaluation sheets from the meetings</p> <p>More children completing optional maths tasks</p> <p>Positive response from children in pupil voice questionnaires</p>	<ul style="list-style-type: none"> - Present to parents in KS1 about how to help with maths at home - Present to parents in UKS2 about how to help with maths at home - Present to parents at '6 weeks in' about strategies in maths in Early Years - Present to parents in LKS2 about how to help with maths at home - Look at and evaluate the website and the maths sections - Review maths subscriptions and websites - Reception – Maths challenge on notice board regularly - Check that teachers are providing 'examples' when setting maths homework & encourage maths challenges on KS2 homework challenge grids - Pupil voice questionnaire - Maths competitions (maths photo) 	<p>JS/CL/JP</p> <p>JS/RC</p> <p>JS/NC</p> <p>JS/AB/SG</p> <p>JS/RC</p> <p>RC</p> <p>NC</p> <p>All staff</p> <p>JS/VS</p> <p>RC</p>	<p>Meeting in May 2016</p> <p>Meeting in March 2016</p> <p>Meeting in October 2016</p> <p>Meeting in October 2016</p> <p>By end of Spring Term - £100</p> <p>January 2016</p> <p>January 2016</p> <p>January 2016</p> <p>Summer Term 2016</p> <p>January 2016</p>	<p><i>Maths on the Go evening</i></p> <p><i>Maths on the Go evening</i></p> <p><i>Introduced</i></p>
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<p>To introduce more problem solving and 'real life' maths into maths lessons</p>	<p>Focussed week All classes to teach the maths through stories</p> <p>Evidence of Problem Solving in Planning & Book Scrutiny</p>	<ul style="list-style-type: none"> - To have a 'Maths through stories' week. Teachers to teach maths through a story for a whole week - Problem solving embedding throughout the school in maths lessons: <ul style="list-style-type: none"> ▪ Introduce Problem Solving Character to promote problem solving in maths ▪ Develop and share pro-formas to help evidence in books ▪ Maths staff meeting on promoting problem solving in maths ▪ Buy problem solving resources, books etc. and share at the staff meeting ▪ Summer peer observations on Maths with a problem solving focus ▪ Book scrutiny with focus on Problem Solving - Boost the profile of maths starters <ul style="list-style-type: none"> ▪ Change the planning format of maths to a daily structure ▪ Buy starters book for every year group - Develop links with Brighton University. Look into students coming down and teaching 	<p>JS/LD/JG & all staff -</p> <p>Key Target team</p> <p>JS/CL/AB</p> <p>JS/MS/VS</p> <p>JS/VS</p> <p>JS/SG</p> <p>JS</p> <p>JS/AB – 4 x ½ day - £200</p>	<p>February 2015 £100 for books</p> <p>By Summer Term</p> <p>Staff Meeting March 2016</p> <p>Summer 2016</p> <p>April 2016</p> <p>Spring Term £70 for books 2 x ½ supply £200</p> <p>Summer Term</p> <p>Spring Term</p>	<p><i>Took place in February</i></p> <p><i>Staff meeting took place</i></p> <p><i>Two meetings have taken place so far</i></p>
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		<p>problem solving in groups. Also look into INSET training for all staff if available</p> <ul style="list-style-type: none"> - Maths Hub project 			
To develop the use of resources in maths lessons particularly in EYFS	<p>Improved end of year results in EYFS</p> <p>Good evidence of resources used in peer observations across the school</p>	<ul style="list-style-type: none"> - To audit the resources we have in the school. To create a wish list for each year group with £100 to spend. - To organise resources in a suitable way so all staff can access them - Numicon training for all teachers & TAs in EYFS and Year 1 	<p>All staff</p> <p>Key target team</p> <p>EYFS/Year 1 teachers and TAs/HD</p>	<p>March 2016 - £700</p> <p>April 2016</p> <p>Training free/supply cost 6 x ½ day £300</p> <p>Resources - £300</p>	<i>Training taken place</i>
To embed how we assess maths in KS1 & KS2 across the school	<p>Teachers are more confident with assessing maths in target tracker and the new curriculum</p>	<ul style="list-style-type: none"> - Implement Rising Stars assessment across the school - Discuss its use with Key Target team in Spring term - Look at spreadsheet function with AB/RC and how this can be useful with assessing and planning in the future 	<p>JS</p> <p>Key Target Team</p> <p>JS/AB/RC</p>	<p>Spring Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>Supply cost 2x ½ day (plus CPD teacher time) £200</p>	<i>Implemented</i>

KEY TARGET 2
IMPROVING WRITING

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Improve handwriting	<p>Consistent and progressive teaching of cursive/joined handwriting across the key stages</p> <p>Use of pen licence for chn in ks2 (year 5) who have mastered handwriting.</p> <p>Cursive handwriting to begin in year 1</p> <p>Children to join letters in year 2</p> <p>Reception to use RWInc. handwriting patterns and rhymes</p> <p>Use of support interventions</p>	<p>Audit handwriting practise currently taking place in each year group- what year groups write in pen? Met- 30/11/15</p> <p>Create a whole school handwriting policy Met- 22/03/16</p> <p>Daily handwriting with varying content- spellings, poems etc.</p> <p>Review the 'Spectrum' handwriting scheme and varying levels Met Feb '16</p> <p>Research handwriting support websites and apps for iPads</p> <p>Run a staff meeting (best practice) to agree formation of each letter and which letters when adjacent to each other are best left un-joined- Provide exemplar sheets for staff</p>	<p>LD, SG, BC, RI, SO, CM, JC.</p> <p>CM</p> <p>LD</p>	<p>Lunch meeting- 30/11/15 7/11/15</p> <p>After school meetings</p> <p>Staff meetings</p>	<p>Year group audit taken place and used to inform policy.</p> <p>Discussed at staff meetings- 22/03/16 and 12/04/16 On website</p> <p>Spectrum reviewed and each year group made aware of their units.</p>	Partially Met- many tasks completed.

	<p>Children will use the correct pencil grip</p> <p>Parents will be aware of the handwriting policy and how to support children to form letters at home</p>	<p>Update the website with handwriting information, practise sheets and images for formation Met 22/03/16</p> <p>Create way forward handwriting stickers for use in children's books</p> <p>Look at and review school interventions with SEN team for developing fine motor skills (Teodorescu, jump ahead, write from the start, write dance etc.) and share with staff Met 13/04/16</p> <p>Look at interventions for left handed writers- read and trial guidance in the spectrum handwriting scheme</p> <p>Ensure all staff are using cursive handwriting when modelling writing with/for the chn and marking books</p> <p>Posters for the correct formation of b and d to put up in every classroom.</p> <p>Create handwriting prompt cards for use on tables and in home school diaries Met Dec' 16</p>	<p>LD</p> <p>JG</p>		<p>Website updated- 22/03/16</p> <p>N/A staff decided these weren't necessary as they write it in their ways forward.</p> <p>Interventions reviewed- 13/04/16</p> <p>Posters given to each class- 15/04/16</p> <p>Handwriting checklists are available in every classroom</p>	
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		<p>Embed use of motivational strategies- handwriter of the week etc.</p> <p>Embed correct vocabulary of ascenders and descenders</p> <p>Transfer handwriting practise to English books</p> <p>Embed 'pick and flick' or 'Frog on a log' in Early Years for holding pencils correctly</p>			and ready for use in H.S.D.	
2. Improve the planning format	<p>Discrete English skills and GPS will be clear and evident on plans</p> <p>Clear/focused I can and success criteria</p> <p>Effective use of the Learning Wall</p>	<p>Research planning formats from locality and academy schools</p> <p>Review and improve our current planning format</p> <p>Create areas for GPS and spelling learning objectives on the planning</p> <p>Staff to complete and update overview of skills for Autumn and Spring Met March '16</p> <p>GPS planned into learning journey</p>	<p>RA/JG/VS/LD/JC</p> <p>Implement in the summer-meet 2nd half of spring term</p> <p>12/01/15</p> <p>12/01/15</p>	After school meetings		Partially met
3. Ensure the curriculum is driven by English skills	<p>Clear text map across year groups</p> <p>Creative and engaging texts used in each year</p>	<p>Update the website with the school English curriculum using year group skills maps</p> <p>Highlight the key texts for each</p>	<p>JG/LD</p> <p>February</p>		Overview of texts visual aid ready for website- 13/04/16	Partially met- Ongoing

	group as a stimulus for writing School English curriculum highlighting skills taught in each term	term in each year group- Met 13/04/16 Ensure the curriculum skills are embedded in termly topics				
4. Improve writing in Early Years	Improved fine motor control and letter formation Increased opportunities for writing	Name writing assessment and grouping- support activities from 'Getting Ready for Writing' book Daily phonics handwriting Daily name practise Write dance Funky fingers I can write my name celebration board Peer assessment of handwriting Adults model writing daily e.g. reminder notes, topic words, story titles Ongoing Order A5 clipboards- have everywhere Met Feb '16 Reintroduce writing belts- new hooks and management system- Met Feb '16 Continue star writers board, special stickers- photos on board Introduce regular news writing Ongoing Send home key RWinc. words (if blending) Ongoing	JC/NC	Class time	A5 clipboards are used in all classes- observed good practice in lesson observations- MS/LD. Use of writing belts has improved- more chn are enthused to use them since last lesson observations. Rwinc letters including key words and sounds are sent home at regular intervals.	Partially met- many tasks completed.
5. Support for	Improved teaching of	Staff meeting to model Pie Corbett		Staff meeting		Partially

less able writers	<p>shared writing</p> <p>More opportunities for modelling writing in Early Years</p> <p>More evidence of teachers' handwriting on displays</p> <p>Assessment for learning- peer assessment</p> <p>Interventions- First class @ writing</p> <p>Use of Alan Peat's sentence structures</p> <p>More opportunities to develop speaking and listening- valuable show and tell times</p>	<p>shared writing strategies</p> <p>TA training in effective shared writing strategies</p> <p>Sandra Garden to oversee the management of First Class writing in years 3 and 4. Vanessa Smith to run the intervention. Ongoing</p> <p>Embed use of Alan Peat's sentence structures in key stage 2</p> <p>Pie Corbett- shared writing</p> <p>Show and Tell bags to be created (PTA) with show and tell prompt sheets for 5 children to take home each week. Begun</p>	<p>VS- 29/02/15</p> <p>SG</p> <p>JG/LD/RA- trial</p> <p>LD/PTA</p>	time		met-ongoing
6. Embed the teaching of GPS across Key stages 1 and 2	<p>Developmental marking- book scrutiny will show good evidence and coverage of skills</p> <p>Ways forward will be linked to GPS</p>	<p>Purchase practise GPS paper questions for discussion and familiarity in class years 2 and 6- Met Nov '15</p> <p>Book scrutiny- 3/12/15</p> <p>Send home GPS booklets as guidance for children and parents-</p>	<p>LD/RA</p> <p>RA/LD</p>	£407	<p>Used in years 2 and 6 for SATs practise.</p> <p>Two grammar booklets created- Part 1 and Part 2.</p>	Met- TBC on book scrutiny

	RWinc. strategies	<p>differentiated for ks1 and ks2 to hand out at parent meetings Met 12/01/16, 01/03/16, 10/03/16</p> <p>Staff meeting- staff to complete a GPS grammar paper Met 12/01/16</p> <p>GPS guidance on the website Met Jan '16</p> <p>Use of the online GPS practise tests in KS2 Ongoing</p> <p>Staff meeting- ideas for embedding GPS in your teaching. Use of key texts. Met- 08/02/16</p> <p>GPS displays in the library</p> <p>Year 2 (27/01/16) and 6 (10/03/16) meetings for parents on new SATS info and GPS Met 12/01/16, 01/03/16, 10/03/16</p>	<p>RA/HA-12/01/15</p> <p>LD- 12/01/15</p> <p>CM</p> <p>LD/JP/SO/RA/HA</p>		Parents were notified that the two grammar booklets are available on the website.	
7. Challenge and support the more able writers	<p>Enrichment opportunities for more able writers</p> <p>Higher percentage of higher level writers at the end of year 6</p>	<p>Enrichment- Widening opportunities for writing in different forms</p> <p>Broaden audience for writing and increase motivation</p> <ul style="list-style-type: none"> - Intra-school competitions- communicated to parents- prizes for taking part - Sharing writing across year 	Termly		Live story writing across whole school as part of Book Week.	Partially met

		<p>groups Met 03/03/16</p> <ul style="list-style-type: none"> - Writing buddies (peer assessment/editing) - Sharing with other teachers - Writing projects (Learning through stories week)- 8/2/15 <p>Enhancement- appropriate challenge and differentiation</p> <p>SALT writing moderation- 19/01/15</p> <p>Review the impact of PP support</p>	All staff			
8. Engage boy writers	<p>Increased use of drama activities in the classroom</p> <p>Chn to publish 1 piece of writing on Purple mash per term</p> <p>Increase use of ICT within English curriculum Ongoing</p>	<p>Create links with Brighton University- drama opportunities</p> <p>Staff training in the use of Purple mash and the writing opportunities available</p>	<p>JG/LD</p> <p>RA/LD</p>		<p>Computing suite available</p> <p>Laptop trolley available for use therefore freeing up time in the ICT suite for ks1.</p> <p>Video book review competition</p>	Partially met
10. Embed effective assessment for learning	<p>Consistent whole school moderations</p> <p>Teachers will be able to talk about their children as writers and present a wide range of evidence to support</p>	<p>Moderate year 2 and 6 writing using the framework guidance alongside target tracker- Met- 08/02/16</p> <p>Teachers to collect a range of writing on the continuum between totally independent and supported</p>	All staff	Writing moderation staff meetings		Partially met-ongoing

	their judgments	<p>Range of choice given to the children within their writing tasks</p> <p>Research assessment formats to inform target tracker Met</p> <p>Create check lists/guides for independent writing</p> <p>Review the effect of developmental marking- specific/ direct feedback (targets)</p> <p>Embed peer assessment/coaching strategies for children to use</p>	<p>JG/CM/LD</p> <p>VS/LD/JS</p>		Book scrutiny due.	
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KEY TARGET 3

PROGRESS OF GROUPS

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
Pupil Premium Analysis Impact of provision	Impact of pupil premium provision will be evaluated and communicated.	Review and identify targets with class teachers of Pupil Premium children. Create a feedback sheet to ensure half termly feedback. Also half termly analysis of progress. Are skills being developed being stretched and developed further in the classroom. Targets to be visible on class wall and ticked every time achieved. New target set when target achieved 5 times.	SH /HF/CC/JP/ Class teachers.	Half termly review and analysis following input of data on target tracker.	Helen Francis has been on long term sick. Pupil Premium responsibility now passed to Rachel Crosbie as of end of Feb. Analysis of data will commence for Pupil Premium children from end of Spring 2. Discussion held with AIP (Leslie Corbett) 21/3/16 on Pupil Premium strategies. Decided not to have targets visible on class walls unless all children in class were doing the same.	
Pupil Premium Groups to meet expected standards – closing the gap.	Data should show gap between PP children and non PP children has narrowed in line with	Pupil Premium teachers to continue and ensure focus on key targets. Set KPI for those children. Discuss in SMT provision allocation and support in maths and English. Staff meeting to discuss and communicate how we best	SH/HF/CC/JP/SMT	HF to run a staff meeting re Pupil Premium 2 nd half spring term.	Staff meeting booked for 26 th April. KPIs are on target tracker. HD/RC to raise at SMT meeting.	

	national standards.	support these children with maximum cost benefit.				
More challenging learning opportunities visible and embedded for able children in class to enable them to make greater progress.	SMT will see evidence in books, lesson, learning walks and lesson plans.	Extension tasks to be embedded in planning for more able children, with clear differentiation of tasks in book scrutiny. Challenge areas in every classroom with lesson time allocated for children to access these extension activities. Children to also have open ended tasks that they can research at home and work on independently that will continue to stretch them. Incentives and competitions to be run within school. Challenges in marking within next steps. Measure impact of teaching philosophy etc. back in classroom.	CL/HF/Class teachers.	Planning scrutiny, book scrutiny and lesson obs to ensure differentiation and extension tasks. Learning walks to also focus on differentiation. Investment in challenge resources (£1k)	On-going assessment as part of teacher observations. HD to have a learning walk focussing on SEN children. RC to focus on Pupil Premium children. Walk to be held 6 th May 2016.	
Summer born Maths monitoring	Half termly data will have been analysed.	Closely monitor tracker data and national data to ensure summer born children are meeting national standard.	HF/JS/SMT	Half termly data analysis.	Cross reference with Maths key target. (JS)	
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	<ul style="list-style-type: none"> Track efficiently the SEND children to highlight progress. Develop knowledge and understanding of Target Tracker Meet with staff on a regular 	HD/HF/VS	On-going through the year	Regular pupil progress meetings held 6x a year. SEN register updated. ILP meetings 2-3 times a year with child/parents and teachers.	

	levels).	basis to discuss progress and agree provision.				
Close monitoring of SEN children	Children and teachers aware of individual targets.	Teachers need to make ILP targets more visible. Ownership of targets by children. Need bookmarks or target prompt cards for children and teachers to access during lesson time.	HD/ Class teachers	Half termly monitoring.	To be reviewed after Summer term ILP meetings.	

KEY TARGET 4

IMPROVEMENT OF THE LEARNING ENVIRONMENT

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. To develop outside learning environments within the school	In Year 1, children will have the opportunity to apply their independent skills whilst outside and the Orchard	<p>Outside Area plan</p> <p>Audit of current resources</p> <p>Shopping list of resources to be purchased</p> <p>wish list of PTA funded resources</p> <p>Storage units to be researched and purchased</p> <p>Put up pegs, hooks for aprons/capes/writing belts</p> <p>Buy huge blackboards for outside area</p>	Year One Teachers, Year One TA's PB, PTA		<p>Plan been designed</p> <p>Resources been audited. Purchasing wish list being complied.</p> <p>One storage unit has been ordered</p> <p>Hooks and pegs put up. Sand pit construction being organised. Demolition of rotten play house being organised</p>	Partially
		EYFS and Year 1 to complete weekly outside learning environment plan. Year One plan to independent learner plan to include outside and orchard room as well	EY's team and Year One team		Has been introduced to both year groups	Partially

		Parent party organised to help set up, construct and decorate Yr One outside area	Year One team to liaise with PB and PTA		Sent out one request to parents. No volunteers.	
	In EYFS, there is organised and embedded outside learning resources to support Maths and English	EYFS Teaching Assistants to attend planning weekly sessions and for Teachers to impart key learning opportunities for the following week Learning opportunities to be signposted for children and TAs – Lucy Ladybird/Fred Frog in EY's and Year One. Reflective learning to be signposted in both inside and outside areas through display boards – star writing display outside/photographs of children learning in EY's			TAs regularly attend planning meetings for 25 mins. (Spring 2016) Ongoing Ongoing	Met
2. Consistency in the learning environment throughout the school	Classroom and learning areas in the old build are painted to the quality of the new building	Paint parties are introduced to bring the wider community into school.	MS to liaise with PTA, PB & SMT			

	<p>All classrooms have key displays and resources visible</p> <p>For all teachers to share ideas and reflect upon the good practise of other colleagues</p>	<p>Classrooms in the old building are painted to maintain consistency between the old and new building</p> <p>To create and compile a teacher checklist of what should be visible in the classrooms, eg numeracy learning walls, values, growth mindset, number lines. Good examples photos will be included.</p> <p>To include short learning walks regularly (half termly) in the staff meeting agenda with a different focus each time, eg, something you are going to magpie for your own room.</p> <p>To hold staff meetings in different classrooms on a rotating weekly basis</p>	<p>MS to liaise with PTA, PB & SMT</p> <p>RI, BC, JR, KA, SD, HB,HD (<i>For Key SEND information</i>)</p> <p>MS to schedule into staff meetings.</p>	<p>To be compiled during staff meeting.</p> <p>Numicon number lines to be purchased for all Year 1 and EYS classrooms</p>	<p>Staff meeting conducted. Checklist created</p> <p>One learning walk has been completed and teachers have individual targets to improve their learning environment</p> <p>Staff meetings have taken place in all years from year 2 -6 but should be planned into staff meeting rota for term</p>	<p>Met</p> <p>Ongoing</p>
3. The use of reflective	Working walls can be used				Working walls visible in all classrooms, evidence of	Ongoing

learning time is embedded throughout the whole school	for children to understand why they are learning what they are learning and where they are going.				reflective learning display but inconsistent at present (Spring 2016)	
4. To improve the quality of displays across the school	Good quality displays, changed regularly, throughout the school and reflect the journey of the learning that has taken place	To produce an annual timetable in September with all displays and subjects allocated so it can be incorporated into planning Staff meeting allocated to the quality of displays. Revisit display policy and good features of a display. Collect good examples of displays. Emphasis on the journey of the learning taking place and 3d displays To ensure all displays in corridors, halls and collective areas are well maintained	NC CM/CF responsible for the maintenance and good up keep of display	Staff meetings look at good examples of displays	Displays are being maintained in most areas of the school. VS to communicate responsibilities to CM/CF	Not started
5. The quality of provision in the playgrounds	Playground working party established	Audit of the play equipment in the playgrounds	Playground working party and		JR organised working party to include RC but yet to meet and an action plan to	Ongoing

	<p>including teachers, TA's and MMS</p> <p>Quality of play equipment assessed</p> <p>Opinions of playtimes gathered from the children and a wish list of equipment created</p> <p>playground leaders trained to take responsibility for storage of playground equipment</p>	<p>Canvas the children's opinions of playtimes and how they can be improved</p> <p>Leaders chosen Leaders trained</p>	<p>play leaders</p> <p>Playground working party and school council</p> <p>RC/ working party</p>	<p>Sheds put up Buying new resources</p>	<p>be arranged</p> <p>JR to work with school council to audit and create a wish list of equipment</p> <p>Playground challenges to be introduce</p>	
6. Website to reflect the good quality teaching and learning happening within our	More photos and examples of learning to feature on the website.	<p>Recap from RA on how to get photos and information published on the website.</p> <p>Opportunity to look at other academy school websites. What</p>	RI, HB, BC, KA, RA	Termly staff meeting dedicated to website update.	Yet to happen!	

school. Each year groups webpage to be updated termly		do we like about them? What would we like to include?				
7. Healthy and Safety To increase awareness of potential risks and hazards throughout the school.	All staff are aware of potential risks and hazards throughout the school.	A Cause for Concern section to be included in staff and TA meetings, outlining any specific risks (environment and pupils).	JR/BC PB MS	5 minutes allocation at staff and TA meetings.		Met
	Increased safety measures are in place at the beginning of the day.	Organise adult to be present on playground door throughout the duration of gate opening times in the mornings	VS/MS			Met

KEY TARGET 5

DEVELOPMENT OF SOCIAL AND SPIRITUAL LEARNING

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. To develop and embed a new RE Curriculum.	1) All staff to implement new curriculum. 2) Subject specific vocabulary consistent throughout the school. 2) Children will have access to resources and improve understanding of Religious Education.	- Purchase new curriculum - Use staff meeting to introduce the new curriculum - Update curriculum map across the whole school - Ensure all staff are using the new curriculum and teaching to the new plans. - SMC books or folders to show evidence	HA SO EB RCo JG	RE / Curriculum budget	Staff were given new RE curriculum and curriculum folders were updated. All staff are now using the new RE curriculum and it has been mapped out across the school. SMC books still to be discussed.	MET
2. To develop links with the wider community through assemblies	1) Regular guest speakers from the local community will be invited to speak in assembly 2) Children experience a wider variety of viewpoints	-A letter to go out in the Newsletter inviting the local community to speak in assemblies. -An advert to go out in the Lindfield Life to encourage members of the community to speak in	HA SO EB RCo	Organisation of community Newsletter Lindfield Life	An advert went out in the Lindfield Life and to local organisations about assembly. Timetable created for speakers. Community assembly has been happening every Wednesday.	MET

	<p>3) Children engage with a variety of different role models</p> <p>4) School and British Values to be embedded.</p> <p>5) RE education review</p>	<p>assembly.</p> <p>-Create timetable for after Christmas – Wednesday</p> <p>Work closely with the local churches to include a range of people.</p> <p>-Half-termly assemblies on ‘value of the term’ related to the PSHE curriculum.</p>				
3. To develop and embed a new PSHE Curriculum	<p>1) All staff to implement new curriculum.</p> <p>2) Subject specific vocabulary consistent throughout the school.</p> <p>2) Children will have access to resources and improve understanding of PSHE.</p>	<p>- JIGSAW / Curriculum map</p> <p>- Assembly</p> <p>- whole school approach</p> <p>-questioning</p> <p>-philosophy</p> <p>- SMC books or folders to show evidence</p>	<p>HA</p> <p>SO</p> <p>EB</p> <p>RCo</p>	New Curriculum budget	<p>PSHE curriculum –JIGSAW – has been ordered.</p> <p>We will then be able to map across the school and plan a staff meeting to discuss with all staff.</p>	Partially Met
4.To plan and organise a ‘World Arts Festival’ for the Arts Mark	<p>1) All staff and children to participate in the festival</p> <p>2) To embed the school values and British values through cross curricular activities</p> <p>3) To engage the wider community</p> <p>4) To celebrate a variety of cultures</p>	<p>- Roaming theatre</p> <p>- End of year celebration</p> <p>-PTA – funding?</p> <p>-Workshops over one week</p> <p>-Local community</p> <p>- End with BBQ/Band night?</p>	<p>HA</p> <p>SO</p> <p>EB</p> <p>RCo</p> <p>VS</p> <p>NC</p>	Link with PTA	<p>Staff meetings have been held to discuss the World Arts Festival.</p> <p>Planning is taking place</p>	MET
5. To create a reflective learning space	<p>1) Children to have a space to reflect</p> <p>2) Children to have a</p>	<p>-Crystal ball</p> <p>-Reflective space in the school – display with</p>	<p>HA</p> <p>SO</p> <p>EB</p>	Resources to create an environment	A letter will be going out to ask parents for donations that will help transform the	Partially Met

that is available to all children.	space they can go to when they need time out of the classroom 3) Children are able to pose questions about different cultures, beliefs or values 4) Consistent use of the reflective space across the school	chair/cushions. Rotunda option for circle time with different sensory resources and books - questions on the wall relating to PSHE monthly values -Mindfulness assemblies -Staff meeting to discuss when children can use the space effectively	RCo		rotunda in to a reflective space.	
6. To create a reflective and mindful space on the Playground	1) Children to have a space to reflect 2) Children to have a quiet area 3) Children to have a quiet space to speak to a playground pal	Quiet space Making children aware / assembly Staff meeting Ensure TA/ Mid-day meals supervisors are aware of the space Build the space- PTA?	HA SO EB RCo AB PTA	Link with PTA School Council	Quiet area building has commenced.	MET