



**LINDFIELD
PRIMARY
ACADEMY**

LINDFIELD PRIMARY ACADEMY
ACADEMY IMPROVEMENT PLAN 2016-17

INTERIM EVALUATION

JUNE 2017



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PART 1 - INTRODUCTION

The Academy Improvement Plan 2016-17 has been written in response to latest Trust Peer Review and the Raise online report 2016.

KEY TARGETS FOR THIS YEAR

- 1) Improving Maths outcomes
- 2) Improving Writing outcomes
- 3) Improving the progress of groups
- 4) Improvement of the Learning Environment
- 5) Curriculum coverage

PART 2-KEY TARGET ACTION PLANS

IMPROVING MATHS OUTCOMES

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
<i>To challenge and support more able mathematicians with an emphasis on girls</i>	<ul style="list-style-type: none"> - To increase the percentage of girls in KS1 who reach 'greater depth' - To increase the percentage of children who achieved a standardised score of 105+ in KS2 SATs 	- Set up a link with Brighton University. Students to come in and run HA workshops for Y1/2/3/4	JS	Zero April 2017	This link has been established and in place for June and July. Five students to come in in Year 1, 2, 3, 4 and 5 for 2 sessions per group.	
		- Set up a link with Burgess Hill Academy. Y5/6 children to attend workshops there with Year 7/8 children	JS/MS	Zero April 2017	Unfortunately due to the staff sickness at BHA this link has not been established. However, some links have been set up with Ardingly College. Some Year 4/6 children will be going to an event. Also some Year 8 children are set to come in next summer to support G&T in Year 1/2.	
		- Staff meeting (Good Practice) activity on HA maths activities	JS	£100 resources, books April 2017	Not achieved due to more important Good Practices.	
		- Y1/2 to monitor HA girls throughout the year	LM/SO	Zero Ongoing	This is being monitored by Y1 and 2.	
		- Research and purchase iPad Apps to help support maths	LM/EB	£50 February 2017	To be undertaken in July by LM and EB.	
<i>To improve the support and provision given to SEN children</i>	- Most SEN children, across the school, will progress at a similar or better	- Audit of maths interventions across the whole school. Review effectiveness of existing ones and keep or discard. Elicit where the need is in the school.	JS/HD	£120 (supply cost) February 2017	JS and HD to complete this task in the summer term. Springboard to be reviewed for 2017/8 – possibly TAs rather than	

	rate than the rest of the class	- Research new interventions and implement suitable ones	JS/HD	£500 February 2017	teachers to save cost.	
		- Research and purchase IPad Apps to help support maths	LM/EB	£50 February 2017		
<i>To embed reasoning and problem solving across the school</i>	<ul style="list-style-type: none"> - 95% children to improve their 'Reasoning & Problem Solving' score in the half-termly tests - Increased evidence of R&PS in book scrutiny - Evidence of R&PS in planning scrutiny 	- Introduce the new planning format (with explicit areas for R&PS)	JS	Zero November 2016	Planning format – going well this year so far. Positive feedback from staff. The format is manageable and useful.	
		- JS/AB to continue working with TRG	JS/AB	4 days' supply Ongoing	This is continuing and has been useful.	
		- Introduce the End of Term tests on a half-termly basis	All staff	Zero Ongoing	This will continue in the summer term and is set to be reviewed for the new academic year. Timings of tests need to be looked at for Autumn.	
		- Book Scrutiny (half-termly)	JS/VS	3 afternoons' supply Ongoing	We have continued to do these to monitor progress	
		- Planning Scrutiny (termly)	JS/VS	1 afternoon's supply Ongoing	This has been done once and another is due for the Summer Term	
		- Staff Meeting on Mastery Approach	JS	Zero November 2016	There have been two staff meetings on mastery in maths. There is also two planned for the Autumn Term on Bar Modelling.	
		- Resource Audit and purchasing of more resources to support mastery, reasoning and problem solving	All	£500 January 2017	Lots of stuff being bought in over the year. Audit to take place Wednesday 21 st June.	
<i>To improve the fluency of children in maths</i>	<ul style="list-style-type: none"> - 95% children to improve their 'Arithmetic' score in the half-termly tests - Evidence of 	- Introduce the new planning format (with explicit areas for R&PS)	JS	Zero November 2016	Planning format – going well this year so far. Positive from staff. The format is manageable and useful.	
		- JS/AB to continue working with TRG	JS/AB	4 days' supply Ongoing		

	'Fluency Time' in planning	- Introduce the End of Term tests on a half-termly basis. Also set up a spread sheet to track progress	All staff	Zero Ongoing	This will continue in the summer term and is set to be reviewed for the new academic year. Timings of tests need to be looked at for Autumn.
		- Book Scrutiny (half-termly)	JS/VS	3 afternoons' supply Ongoing	We have continued to do these to monitor progress
		- Planning Scrutiny (termly)	JS/VS	1 afternoon's supply Ongoing	This has been done once and another is due for the Summer Term
		- Introduce 'Fluency Time' & Year group 'Fluency Targets' - Possible character/puppets	All Staff JS/AB	£50 January 2017	Going well, needs to be monitored – will be looked at at the next Book Scrutiny. We have decided against a new character. Fluency targets are going to be moved into the next Key Target.
		- Staff Meeting on Mastery Approach	JS	Zero November 2016	There have been two staff meetings on mastery in maths. There is also two planned for the Autumn Term on Bar Modelling.
		- Review Times-table challenge and implement something new if necessary	All group	£100 December 2016	Still ongoing.
<i>To continue to enable parents to support maths at home</i>	- High parent turnout at workshops - Positive feedback from parents after workshops	- Review and amend calculation policy	JS/SALT maths group	6 afternoons supply February 2017	Completed
		- Parent workshop for KS2	JS/EB/CG/AB	Zero (PTA if needed) March 2017	This was done and deemed very successful
		- Parent workshop for KS1	JS/SO/LM	Zero (PTA if needed) March 2017	This was done and deemed very successful
		- Specific maths focus at 6 weeks in	SD	Zero October 2017	This was done and deemed very successful

		- Maths Homework to include examples of how to complete	All	Zero November 2016	Has been looked at but needs to be reviewed	
		- Review types of homework tasks set, including extra challenges for HA. Give teachers examples.	All group	£100 March 2017	Still to be addressed	
		- Audit maths section of website and update regularly	JS	Zero December 2016	Still to be addressed	

IMPROVING WRITING OUTCOMES

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Improve progress of writing in KS2 (middle attaining girls)		-Quality first teaching	All staff		On-going target. Strategies discussed in staff meeting have been implemented across the school. (Proofreading for a purpose, peer assessment and proofreading/editing areas in classes.	Ongoing
		- Increase lesson time where possible- particularly around Christmas	Emphasis on KS2- year 6		Rehearsals and performances were well-organised and kept simple so class time was maximised	Met
		-All teachers to be aware of frameworks in year 2,4,6 and use for regular assessment	All staff need to be involved in moderation process	Moderation staff meeting scheduled 14/03/17	Teachers are using frameworks to inform planning and assessment but more focus is required. Moderation staff meetings have been scheduled.	Partially Met Ongoing To be discussed at Twilight
		- All teachers to be aware of Early Learning Goals used in Early Years (moderation)	JC and Early Years team	Will be shared during moderation staff meeting	We've had one moderation but more awareness is needed.	Ongoing
		- Chn to use frameworks when writing to refer to and also for self and peer assessment			Target cards are being used in Year 1. Year 2 is working on it. Year 6 use the framework consistently. Rest of school needs to be	Partially met And ongoing

					reviewed	
		- Introduce peer assessment form to encourage shared editing	LD		Being used successfully across KS2 and by some HA writers in Y2.	Met
		Regular writing moderation using STA exemplification materials and a range of work from across the curriculum	MH	2 staff meetings scheduled Year 6 in-house moderation scheduled. Date TBC	Meetings were successful and useful and should be continued next year, especially cross-phase moderations	Met
		- TAs to become familiar with writing frameworks in order to support children to 'fill the gaps'	MH/RA/VS	TA training scheduled Training to run for years 5/6 (MH),3/4 (VS), 2/1 (RA) by a class/ year group teacher	TAs in Year 6 are familiar with framework and using it well. TA training on framework has been scheduled.	Partially met
		- Introduce grammar starters and develop a grammar character to encourage questioning	MH/AB/School council	School council sessions	In progress	Working towards

		<ul style="list-style-type: none"> - Improve editing and drafting techniques through regular use of effective visualisers for immediate reflection and feedback - Introduce and explain how Apple TV boxes work in January INSET 	RA/BL/LD	Invest in Apple TV boxes- split between Computing and English budget- £380 per budget	Everything has been set up. Teachers have been shown how to use it.	Met
		- Key support staff in year 6 will be used 3 sessions a week to work 1-1 with children across the year group focussing on the framework	EC/JP/SM/MH/HM/JS		This is being monitored constantly and effectively by Year 6 staff members and this means that support plans change as it is needed and as many children as possible benefit from 1:1 or small group focus. Change in English lessons in Y6 has also meant that more support can be given to more children during lessons.	Met and Ongoing
2. Challenge and support the more able writers with a focus on KS2		-Enrichment- Widening opportunities for writing in different forms	All staff		3-4 writers from each year group entered original jokes to the Comedy Blue Peter/Red Nose Day Comedy Classroom competition	Ongoing
		-Broaden audience for writing and increase motivation	All staff		Investigate writing for different purposes. Spring term topics in all classes have proven to be	Ongoing

					<p>very motivating and engaging.</p> <p>Summer topics are also proving to be very engaging.</p> <p>Writing competition introduced based on Book Week stories – being judged by governors.</p> <p>Some pupils have been writing for Lindfield Life. We need to investigate more such opportunities.</p>	
		<p>- Encourage chn to share their work with other classes and teachers across the school</p> <p>Years 6-3</p> <p>5-2</p> <p>4-1</p> <p>Writing buddies (peer assessment/editing)</p>	All staff		<p>Year group buddies have been picked and initial meetings have already taken place. Teachers are encouraged to meet regularly with their 'twinned' class to share reading and writing.</p> <p>Investigate writing task specific for twinned class.</p> <p>Classes have been 'twinned' and have had buddy reading sessions and peer assessment sessions.</p>	Met
		<p>EY to share work across their year group and in celebration assemblies.</p> <p>EY to also establish links with a local nursery to share reading/writing.</p>	JC		<p>Logistics are still being investigated.</p> <p>The nursery link has proved difficult logistically so we will re-investigate next year.</p> <p>Reception have buddied up with Year 3.</p>	Ongoing

		- Star writers board in the library to display work and photos (HB/LM) create year group rota and certificates to be given out in achievement assembly.	MH All staff	Cardboard and sheets for board	Write On Lindfield board is up and populated. Teachers are encouraged to share writing worth celebrating on a regular basis. - not only writing by able writers Certificates in assembly still to be actioned.	Met
		- Intra-school competitions: - Writing projects/competitions	MH	Prizes for winners Judging criteriaa	Establish link with illustrators to see if there are opportunities for a writing/illustrating completion in Summer term. Use Book Week Whole School stories as a prompt for 3 different stories. Chn can enter and finish the story. Invite staff and governors to be the judges.	Met
		-Enhancement- appropriate challenge and differentiation in lessons	All staff		Quality first teaching	Ongoing
		- Moderation of greater depth work	MH Year 2 and Year 6 teachers		Year 6 GD work to be moderated during Peer review Writing moderation staff meetings	Partially Met
		- Streaming for grammar teaching in year 6	MH/HM/JS		Going well and results are improving	Met

		- Develop links with secondary schools to promote enrichment activities	MS/MH		Still needs to be investigated, logistically it has been difficult.	Not met
		- Year 6 booster sessions to take place in addition to class English lessons for higher level children	MH	SATS booster money	Group targets writers on the cusp of ES rather than GD writers.	Met
		- Planning to be reviewed on a termly basis to ensure appropriate differentiation and provision.	MH/JG	Afternoon release time 2x pm sessions a term. £140 per term	New planning format has been put in place and planning shows good cross-curricular opportunities for writing. Recent book scrutiny showed good cross-curricular coverage and writing opportunities	Partially met Ongoing
		- Begin an after school 'Inkpots' to promote creative writing.	Gill Pawley	Privately run	On-going	Met
3. Engage boy writers- with a focus on higher attaining boys in ks2	Increased use of drama activities in the classroom	- Pupil voice- ask boys' opinions on their engagement with writing	LD- film interviews with chn- devise questions	Use of break/lunchtime meetings with selected children	MH to look into this	Not met
	Chn to publish 1 piece of writing on Purple mash per term	- Staff re-fresher training in the use of Purple mash and the writing opportunities available	RA	January inset		Met
	Increase use of ICT within English curriculum Ongoing	- Continue to review use of quality texts as a stimulus	MH/JG	Update quality texts document in January	On-going	Met
		- Ensure writing is given a purposeful context	All staff		On-going	Ongoing

		- Begin an after school 'Into Film Club' to promote digital literacy	HB	Free resources from the National Schools Partnership.	Logistics need to be investigated	Ongoing
		- Introduce 'Proof Reading for a Purpose' sessions. Develop checklist of proof reading points and colours.	MH	Staff Meeting	PfP is being used in more classes across the school. On-going to see if it is a useful strategy for teachers to use. Samples of work is in Good Practice File	Ongoing
		- Share creative ideas for engaging reluctant writers e.g. 'Get Gimmicky with Writing' and 'Step up to Writing' traffic light tool for planning.	MH	Staff Meeting	On going to see if it is a useful strategy for teachers to use. Samples of work is in Good Practice File	Met
4. Improve the planning format		- Enhance and improve current cross curricular planning format	LD/JG	Meet 23/11/16 after school- met		Met
		-Add in a GPS section- to planning incorporating no nonsense spelling sessions and a grammar focus		Share in staff meeting 6/12/16 Trial in years 2 and 3 before rolling out in January		Met
		-Incorporate clearer objectives and lesson focus in planning	All Staff		Ongoing	Met
5. Ensure consistency of writing across		-Year 2, 4 and 6 chn to use writing framework when writing in other subjects.	Staff in years 2,4 and 6	Half termly book scrutiny	Ongoing for Y2 and Y4	Met

all subjects		<p>-Handwriting checklists available on tables for all chn</p> <p>-Handwriting policy adhered to</p>	All staff		<p>Feedback from teachers was that desks are becoming cluttered with too many 'tools'</p> <p>Handwriting checklist is on display in all classrooms</p>	Ongoing
		<p>-Early years to provide more writing opportunities across the curriculum e.g. Use of white boards and chalk boards in the outside area, use a range of media and coloured and shaped paper etc. Raise profile of mini clipboards, writing belts, message of the day and star writers board.</p> <p>Early years to improve the tracking and monitoring of progress in writing</p> <p>- Possible ABC Does course- approach SALT and NEARS schools as a possibility of buying in.</p> <p>- Moderation to focus on a range of work from across the curriculum</p>	<p>JC/NC/SD</p> <p>JC to create and roll out a tracking document</p> <p>JC Potential training- investigate</p>		<p>On-going Investigate the possibility of KS1 using books with handwriting lines during English instead of books we are currently using.</p> <p>Tracking document is being used – Met and ongoing.</p>	
6. Improve spelling across key stage 1 and 2		<p>- Introduce and roll out No Nonsense Spelling Scheme in years 2-6</p> <p>-KS1 teach spelling 5 x 15min sessions per week</p> <p>KS2 teach spelling 3x15 min per week</p>	LD	<p>Staff meeting- 11/10/16 Met</p> <p>Training- 27/10/16</p> <p>£100</p> <p>Cost of scheme- £225</p>	<p>On-going</p> <p>Some teachers have created spelling displays in their classes to support No Nonsense scheme</p>	Ongoing

		<ul style="list-style-type: none"> - Chn use 'Have a go sheets' to increase spelling independence - Chn use spelling journals to practise and develop effective strategies - Introduce spelling and phonics policy based on RWinc and No Nonsense spelling -Improve spelling homework tasks and base them on strategies for spelling with a focus on fewer words - Teachers to be aware and re-visit statutory word lists from previous year groups to ensure coverage -Spelling working party- create spelling lists to send home for each year group. <p>Year 1 to start covering year 2 Autumn objectives in the Summer term</p>	<p>All staff in KS1/2</p> <p>LD/MH</p> <p>LD/MH</p> <p>KS2 staff</p> <p>MH/RC/VS/L D</p> <p>HB/CW/LM/ JR/BC</p>	<p>1x day release time- £150</p> <p>2x afternoon release time 2x £70 = £140</p> <p>Lesson time</p>	<p>Investigate creating a dictation to use once a term to check spelling progress.</p> <p>MH and RC to work on word lists for Summer term Year 1 will start looking at Babcock after the phonics screening.</p>	
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IMPROVING THE PROGRESS OF GROUPS

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
To diminish the difference in writing of PP children	Quality of children's unaided writing assessment improves	Targeted interventions on Personal Learning Plans.	RC / SH / CL	SH and CL	RC has attended ILP meetings for those PP children with a SEN. RC is currently meeting with parents of PP child not on the SEN reg.	Partially met
	SAT results	Experienced teachers delivering interventions and class based sessions.	Class teachers		SH/CL deliver interventions and are very experienced.	Achieved
		SMART targets will be shared with support staff.			Targets will be set for those with SEN during May and June 2017. Targets for those without SEN will be set during staff meeting 28.06.17.	Partially met
		Swapping of the teacher and PPG teacher to aid learning in Year 6			Providing a rota for PP teaching proved successful by enabling the Year 6 teachers to personalise the interventions.	Achieved
		Monitor and track children			Children are monitored and tracked through the implementation of the pupil progress chart.	On-going
To identify and deliver appropriate interventions to address the SEN	The impact of interventions will be measureable. Ineffective	Streaming for maths across Yr 6 Children in Year 6 will have readers	HD / JS Yr 6 teachers	Half termly meetings between SENCo and class teachers to look at provision	Year 6 and Year 2 are now streamed for maths. This has proved to be successful in enabling teachers to focus on the needs of the particular children in	Achieved

attainment in maths	<p>interventions will be discontinued.</p> <p>The difference between those with SEN and their peers will have diminished.</p> <p>Interventions will take place on a regular basis.</p>	<p>for maths to practise with support during termly assessment.</p> <p>Pictorial and physical maths more in place within all classroom environments</p> <p>Support staff to sit in on teacher input then take their group off and repeat input to reinforce topic and ensure appropriate/correct vocabulary and methods are being used.</p> <p>Research into appropriate interventions for dyscalculia.</p>		<p>timetables and interventions.</p> <p>Half termly learning walks.</p> <p>Purchase resources to support pupils needs.</p>	<p>their group.</p> <p>Year 6 pupils were provided with readers, scribes, additional time as appropriate. This was successful in enabling these children to approach the SATs in a calm and purposeful manner.</p> <p>Scrutiny of planning shows there is increased opportunity for concrete and pictorial experiences.</p> <p>There is a general improvement but a lack of consistency across the school which needs to be addressed.</p> <p>Resources have been purchased and are being used in Year 5. The intervention provides opportunities for the children to revisit and consolidate basic maths concepts</p>	<p>Achieved</p> <p>Achieved</p> <p>Partially met</p> <p>Achieved</p>
To raise the attainment in EPGS for disadvantaged pupils	Raise attainment – evidenced in end of year SATs	<p>Streaming across Year 6 for Grammar.</p> <p>Grammar starters included in the planning format in Years 5 /6</p>		All teachers	<p>Year 6 and Year 2 are now streamed for GPS. This has proved to be successful in enabling teachers to focus on the needs of the particular children in their group.</p> <p>The changes to the planning format have raised the awareness of the need for continued exposure to GPS. The</p>	<p>Achieved</p> <p>Achieved</p>

		<p>Key interventions such as 'Fresh Start' and 'Get Spelling' for priority children.</p> <p>Targeted intervention with children having a Personal Learning Plan.</p> <p>-Specific SMART targets.</p> <p>SMART targets are shared with support staff.</p> <p>Swapping of the teacher and PPG teachers within the class/group, to aid learning.</p> <p>Use of teacher assessments to give insight to progress and suitability of intervention.</p>			<p>children are now able to use the appropriate technical vocabulary.</p> <p>Fresh start and Get Spelling were superseded by the differentiated GPS groups.</p> <p>Targets were set in the autumn term. New targets will be set for those with SEN during May and June 2017. Targets for those without SEN will be set during staff meeting 28.06.17.</p> <p>Providing a rota for PP teaching proved successful by enabling the Year 6 teachers to personalise the interventions.</p> <p>Pupil Progress meetings have enabled this to take place</p>	<p>Achieved</p> <p>Achieved</p> <p>On-going</p>
To identify and track the progress of the EAL children	<p>Regular half termly updates</p> <p>Add EAL to class story</p> <p>Interventions delivered by TAs as</p>	<p>To monitor progress through Target Tracker and Pupil Progress meetings</p> <p>Produce EAL class register and circulate to teachers.</p> <p>To deliver interventions where appropriate to those not making expected levels of progress.</p>	<p>HD / RC</p> <p>HD</p> <p>HD to liaise with class</p>	<p>Half Termly Meetings</p> <p>1 day supply to oversee</p>	<p>Use of Target Tracker and Pupil Progress meetings</p> <p>A register of those with EAL has been created and circulated to class teachers. Progress is monitored through target tracker. EAL has not been added to the class story.</p>	<p>Achieved</p> <p>Partially met</p>

	appropriate		teachers			
To offer extended opportunities for children identified as G & T	Register created and definition agreed.	As a school create a definition of G & T and create a register of children.	SLT / SMT All staff	Second half of Spring Term	Discussions have taken place regarding those working 'at greater depth' and those who are gifted and talented	Partially met
	To hold an enrichment evening	To run an enrichment activity evening	All staff		Deferred	Not met
	Challenge corners to be evident in classrooms		Head and SALT network		This is evident in some parts of the school but is not consistent.	On-going
	Links fostered with community	Develop links with secondary schools to promote enrichment activities			Links have been established in years 5 and 6 and plans are afoot to widen these opportunities to other year groups.	On-going

IMPROVEMENT OF THE LEARNING ENVIRONMENT

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review Reviewed 17 may 2017	Completed Target? Met/ Partially Met
1. To improve provision and quality of outdoor learning environments in KS1	- EYFS: to enrich outside areas, bringing in natural resources for understanding the world curriculum	Plant spring bulbs with link governor. Establish raised beds for planting vegetables and herbs. (Seek out parental support for gardening) Make bug hotel to watch and monitor wild life. Grow sunflowers and measure heights. Investigate possibility of blackboards to record growth etc	NC + EY's Team		This has been achieved. Raised beds donated and have been planted up. Achieved Tomatoes and other donated seeds planted instead of sunflowers. Whiteboard has been donated and will be used for this	Met
	- Year 1: improve quality of outdoor provision + resources to support this	Outside Area plan Audit of current resources Shopping list of resources to be purchased Wish list of PTA funded resources Bid put in for sponsorship	Year One Teachers, Year One TA's PTA		Audit completed but then squirrels got in the equipment and destroyed lots. It now all needs a good clean and another audit completed. Year 1 established Learning Explorer planning and timetables involving guided and independent	Ongoing

	-Year 2: outside shelter area to be in use again	Decking to be repaired for safe use Investigate the purchase of sun sails in KS1 playground.	PTA/RC PTA/RC		groups regularly in outside area but no longer possible due to TAs being unavailable. RC to attend PTA meeting to present bid Ordered	
2. To develop the use of wider school environment	Pond and other green areas will be well maintained and accessible for cross- curricular use	To clear, mend and reinstate the pond area To establish a gardening club to further develop the pond and garden areas Ensure curriculum map exploits opportunities for using these spaces in cross-curricular sessions Submit PTA bid to fund permanent and attractive signage/interactive instalments	PTA and working party Ruth Collins + Jenny Samuel (parent) Link with curriculum map Key Target PTA		In consultation phase Gardening club hasn't yet started and will probably be postponed until spring 2017 This is included as part of bid to PTA for pond Meeting with VS organised for next week to discuss further	Ongoing
3. To create a happy and positive playtime	Audit, research and purchase playground equipment	School council to discuss equipment ideas with their class and report back to Anna Bain. Wishlist created for PTA/budget	Key Target group Anna Bain		School council involved and made suggestions. RCr made bid to PTA for PE equip for KS2 playground.	Ongoing

environment for all children	<p>Playground equipment will be maintained, stored and easily accessible to children.</p> <p>Encouraging positive interactions on the playground through buddy systems.</p> <p>Regular challenges set on each playground by Sports Crew Leaders</p>	<p>to fund.</p> <p>Cabin crew to be re-established and trained with any new equipment.</p> <p>Continue to use 'Buddy Bus stop' in KS1 playground and assess use of this in KS2. School council to discuss Playground Pals with children – are they helpful? Are they working effectively?</p> <p>Introduce monthly 'Playground challenges'. Sports crew challenges introduces, children given a couple of weeks to practise. Sports crew to return during final week to assess and celebrate.</p>	<p>JR/BC for KS1 RC/MF for KS2</p> <p>key target group</p> <p>SO/Key target group</p>		<p>Completed</p> <p>Use of buddy bus stop to be reinforced as part of KS1 playground assembly. New equipment purchased and donated by parents. After half term will do an assembly to introduce all the new equipment to the children and reinforce expectations. Playground challenges also to be introduced during assembly. Board in playground to be painted with blackboard paint to create challenge board. Meeting needed with cabin crew to train them to create the leader board.</p>	
4. To celebrate children's learning through the use of displays	Good quality displays, changed regularly, throughout the school and reflect the	<p>To produce an annual timetable in September with all displays and subjects allocated so it can be incorporated into planning.</p> <p>Staff meeting allocated to the</p>	<p>Nicki Cottingham/Staff meeting</p> <p>RC/NC</p>	Staff meeting	Planned for September to tie in with subject leaders. Hope to create as part of the display staff meeting .	Ongoing

	<p>journey of the learning that has taken place</p>	<p>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 create a school Pinterest board to share and highlight good ideas and examples of displays.</p> <p>To ensure all displays in corridors, halls and collective areas are well maintained. Allocate particular areas to check and maintain.</p> <p>To create a central 'Star of Success/Super Celebration' display board for all teachers to contribute work to celebrate.</p>	<p>Christine Lea Sue Holmewood</p> <p>Key target group</p>	<p>Weekly check of shared area displays (with staple gun!)</p>	<p>Pinterest board create by RC and MF but problems sharing with staff due to access Pinterest at school. Discussions happening with BL</p> <p>NC – distributed list of shared areas and which year groups responsible for which areas.</p> <p>MH has created an English celebration board.</p>	
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CURRICULUM COVERAGE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1 .To review the planning formats and revise the learning journey.	-New planning format that links English with the creative curriculum -Learning journey revised and updated to reflect current practice.	- Enhance and improve current cross curricular planning format -Add in a GPS section- to planning incorporating no nonsense spelling sessions and a grammar focus	JA and LD	0 .5 day (1 day supply)	All staff using new format with a greater emphasis on GPS. Discussed and monitored at SMT. Cross curricular links are still a key part of the planning process.	TARGET MET.
2. To update the PSHE curriculum.	To introduce a PSHE scheme of work	Talk to PTA about funding the new scheme. Staff meeting to introduce the new SOW Time for Year Groups to familiarise themselves with SOW and embed	SD and JA	Staff Meeting and after school meetings	PTA funded the new PSHE Jigsaw scheme. New PSHE curriculum introduced to staff in twilight staff meeting. Sex Education policy updated and sent to parents Updated Sex Education Policy presented to staff. Staff to use the new Jigsaw scheme to teach Sex Education. Science and Sex Education will be covered	TARGET MET

					through the Jigsaw scheme. An overview of the PSHE scheme is being written so Curriculum map files can be updated	PARTIALLY MET
3. To 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 group as a stimulus for writing</p> <p>School English curriculum highlighting skills taught in each term</p>	<p>Update the website with the school English curriculum using year group skills maps</p> <p>Highlight the key texts for each term in each year group-</p> <p>Ensure the curriculum skills are embedded in termly topics-</p>	JA, MH	Staff meetings + 0.5 day supply x 2.	<p>Ongoing review of key texts.</p> <p>Book scrutiny ensures curriculum skills are being embedded in termly topics.</p> <p>Planning review in SMT highlights skills taught in each term</p>	PARTIALLY MET
4. To ensure the statutory requirements of the curriculum are being covered. Ey's / KS1 and KS2	Updating the curriculum map folders to ensure coverage within new topics.	<p>Staff meeting for year groups to go through the curriculum map and ensure learning journeys are updated.</p> <p>Update accordingly the master folders of the curriculum map</p> <p>Planning scrutiny to ensure coverage</p>	All Year groups and CW, SG HM, SD and JA	Staff meetings and after school.	Staff meeting booked for September to go through curriculum Planning folders	ONGOING

		<p>Book scrutiny to ensure application through a creative curriculum</p> <p>Introduce team staff meetings once a term to familiarise with statutory requirements. KS1 to work together, LKS2 together and UKS2 together. This can then be reviewed on an ongoing basis.</p>			<p>Book scrutiny booked for the 13th June to ensure coverage of creative curriculum.</p>	
<p>5. To review science in curriculum map and ensure coverage.</p>	<p>Book scrutiny to show good coverage of skills</p> <p>Planning to reflect coverage of skills</p> <p>Year groups meet in a staff meeting to ensure the learning objectives are covered.</p> <p>Update curriculum map</p>	<p>Review the effectiveness of the science curriculum</p> <p>Review and monitor coverage of Science and the skills for each year group.</p> <p>Update portfolio of evidence</p> <p>Update Science policy</p> <p>Identify key learning objectives and provide a clear outline of skills to show progression and coverage.</p> <p>To update resources to support delivery of reviewed curriculum</p>	<p>JA and SG and HM</p>	<p>1 day supply to review coverage of skills</p> <p>After school meetings/staff meeting time</p> <p>Update science cupboard after school.</p>	<p>Coverage of Science/Sex education covered by PSHE scheme.</p> <p>Book scrutiny booked for the 13th June to ensure coverage of Science curriculum.</p> <p>Review of science planning to ensure coverage of skills across the year groups</p>	<p>ONGOING</p>