LINDFIELD PRIMARY ACADEMY

ACADEMY IMPROVEMENT PLAN

2016-17 SUBJECT ACTION PLANS

REVIEWED JULY 2017

ART AND DESIGN

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
To keep a high profile of Art and design throughout the school.	High quality and informative displays, celebrating art work around the school.	Continue to allocate display boards and change regularly. All staff to add a 'learning journey' description of the process of the work. Use Art Virtual Portfolio on P drive to inspire art projects and raise standards. Staff to offer photographs of high standard work to save as good examples.	NC

All staff | | The standards of display around the school have really improved. Children's work is celebrated in colourful and imaginative ways. Explanations have been added to the displays. Regular sign-up sheets are posted for staff to volunteer for specific boards. A collection of work has been saved to the Virtual portfolio. | Met |
| To use cross curricular opportunities for high quality art teaching and learning. | Staff will be clear about what skills will be taught and artists used. Exciting and meaningful projects will be developed through a topic approach.

Sketchbook skills will show evidence of units of work being explored and developed.

Art virtual portfolio will show evidence of high quality experiences and skills development. | Staff meeting to provide time for year groups to evaluate/highlight skills and experiences covered. Planning time provided to link skills teaching with topic themes and to find relevant artists to support stimulus lessons. Work with year groups as necessary with skills and planning ideas.

Look at sample sketch books (HA, MA, LA) and work from KS1.

Art Virtual portfolio with examples of work. (Staff to make work available for NC to photograph.) | NC + All staff

NC

NC

NC | | Postponed.

NC available to support with ideas and skills as required.

Sketch books and KS1 work was sampled. Excellent cross curricular links were noted with teachers being inventive eg using science or literacy stimuli for art projects. Good exploration and development of skills and techniques were shown.

A collection of work has been saved to the Virtual portfolio. | Partially met |

Design Technology

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. To review cooking and nutritional skills being taught and ensure the consistency of teaching specific techniques.	Children are able to cook a variety of savoury dishes using a range of cooking techniques, understand the principles of a varied and healthy diet by the end of KS2.	- Create and display guidance on teaching specific cooking techniques in the Cooking Room. -Continue to review cooking skills taught throughout the school ensuring all staff are secure and knowledgable. -Update and display risk assessment for all cooking activities that take place within the school.	JR	Supply 1 day	-Links to guidance on cooking techniques available in the Design and Technology folder on the P drive. -Risk assessment updated and on display in the Cooking Room -Cooking Skills taught throughout the school continue to evolve and need to work with year groups to ensure continuity of skills.	Partially Met
2. To ensure teachers in each year group are confident and able to deliver the Design and Technology planned for each topic.	Teachers in each year group are confident and able to deliver the Design and Technology planned for each topic.	-To support teaching staff in the variety of practical skills required to deliver the teaching outlined on the curriculum map. -Promote DT skills through providing feedback from Oathall Masterclasses in newsletters, displays etc.	JR	Supply 1 day. An additional £800 to provide the resources needed enabling each year group to deliver the teaching outlined on the curriculum map.	-Year 5 have attended Oathall Masterclasses in DT every half term. -Recently finance has been available and consumables ordered for 17-18.	Partially Met

Geography

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. To raise the profile of Geography, 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	-Review of curriculum map with each year group, focusing on the learning journey and coverage of skills being taught -Audit teaching plans to check coverage of key skills within topics -Scrutiny of books - take in a sample of pupil books to monitor achievement, continuity and progression	SG and JA Key target group	.5 day supply x3	A review of the curriculum map with each year group has taken place and staff were asked to identify áreas they have taught this academic year. In addition a scrutiny of topic books has taken place to monitor achievement, continuity and progression. The books revealed some super work undertaken by pupils, as well as some áreas of the Geography curriculum that need to be developed further.	Partially met
2. To raise the profile of Geography through developing enquiry based learning and promote curriculum links	For staff to feel confident to teach through enquiry, as part of Geography curriculum	-To support teaching staff in the development of a key question/enquiry to work on in a topic -Build a portfolio of examples of key questions/enquiries and pupils work for a central resource store	SG	.5 day supply Staff meeting to enable staff to plan an enquiry	A portfolio of examples of pupils work has been started. Further samples and photographic evidence are needed.	Partially met

History

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. To raise the profile of History, 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	-Review of curriculum map with each year group, focusing on the learning journey and coverage of skills being taught -Audit teaching plans to check coverage of key skills within topics -Scrutiny of books - take in a sample of pupil books to monitor achievement, continuity and progression	SG and JA Key target group	.5 day supply x3	A review of the curriculum map with each year group has taken place and staff were asked to identify áreas they have taught this academic year. In addition a scrutiny of topic books has taken place to monitor progression, coverage and continuity. The books revealed good coverage of many aspects of the history curriculum, with some lovely examples of work undertaken by pupils. More time is needed to check how this work matches to the key skills.	Partially met
2. To raise the profile of History through developing enquiry based learning and promote curriculum links	For staff to feel confident to teach through enquiry, as part of History curriculum	-To support teaching staff in the development of a key question/enquiry to work on in a topic -Build a portfolio of examples of key questions/enquiries and pupils work for a central resource store	SG	.5 day supply Staff meeting to enable staff to plan an enquiry	The scrutiny of pupils work showed curriculum links with English, as teachers have used pupils understanding of history taught to underpin written English tasks undertaken. Further time is needed to meet this target.	Partially met

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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	Make an inventory of resources Distribute most resources to year groups Provide staff with a list of resources held by me.	JC		I have begun to redistribute some resources to the relevant year groups Premium French package for Purple Mash has been bought.	Partially met
To raise the children's awareness of different language and cultures in Early Years	International display in Early Years Corridor Display in each EY classroom of languages spoken in the class	Invite parents to share photos and examples of writing in different languages Photos of children who speak an additional language	JC		Achieved. Has been updated and added to over the course of the year and has provoked interest in children and parents.	met
To make language learning more visible throughout the school.	Displays of French or Spanish In every classroom and in shared areas	Good Practice in staff meeting to share display resources Allocate a shared board to MFL next time they are due to change	JC JC/NC KS2 volunteer	Good Practice in staff meeting to share display resources	Resources have been distributed in staff meeting There is evidence of different languages in around half the class rooms, in the entrance hall and in the corridor outside the Sports Hall	Partially met
To celebrate languages spoken in school.	European Day of Languages	Invite parents in to share languages Assembly	JC RC	September 2017	This is still planned for September. We will also take the opportunity to make languages more visible in	

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					classrooms- share ideas and resources to achieve this.	
To update my own knowledge and skills	To learn about current best practice in MFL teaching	Attend MFL conference at Sussex University	JC&RC	£200 + supply x2 half days	Sadly not achieved due to lack of funds.	Not met

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Music and Drama

Targets	Success Criteria / Outcomes	Tasks	Person(s) Responsible	Resources, Time, Finances	Target dates: Implementation / Review
To use Drama as a vehicle to enrich the curriculum in a creative and cross-curricular way.	Children engaged in their learning and topics across the curriculum.	• Subject Leader to lead a staff meeting on the use of drama techniques throughout the curriculum. • Staff to employ a selection of drama techniques in the delivery of the curriculum. • Team observations to feedback on new techniques and feedback to each other about success and positive impact upon the learning of children. • Arrange a workshop for KS1	HB	Staff Meeting	Autumn 17 Staff meeting 9th October 2017 on DT. Thursday 23rd 24th November Alice in Wonderland Workshop.
To monitor the teaching and learning of the Drama curriculum across the school	Children engaged in their learning and topics across the curriculum. Teachers feel confident with the teaching of Drama	• Liaise with Teachers regarding their teaching practice and support			Review at staff meeting on 9th of October.
To monitor the teaching and learning of the Music curriculum across the school	Children engaged in their learning and topics across the curriculum. Teachers feel confident with the teaching of Music	• Review the Music curriculum map and its validity across the school • Liaise with Teachers regarding their teaching practice and support	GH		Autumn 17 Email to be sent out early in the Autumn term to request feedback on the curriculum including any changes.

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To organise and rearrange the music room	Organise layout and instrument / label	Consider the storage of the instruments and placement within the school Look at organisation of the shelves Label trays/baskets	GH and HB	Possibly to purchase storage	Summer 17 We have reviewed the storage and organisation of the instruments in the music room and around school. A plan is in place to complete by October half term.

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	1)Everyone is aware of the anti-bullying message 2) The school values and code are embedded across the school.	* Create activities for all staff to complete during anti-bullying week *Ensure all staff are aware of activities *Plan an assembly for the Monday of anti-bullying week.	SD	Resources for teachers to use during anti-bullying week	All year groups made a friendship potion. An introduction assembly was given and year 3 gave a class assembly based on the potions they made. Videos, power points and class activities were planned and provided by SD.	Met
To continue community assemblies	1) Regular guest speakers from the local community will be invited to speak in assembly 2) Children experience a wider variety of viewpoints 3) Children engage with a variety of different role models 4) School and British Values to be embedded.	* SD to attend KS1 community assemblies and become familiar with how they are run. *SD to build a timetable for KS1 community assemblies for after Xmas, Spring and Summer term. Assemblies linked to our school values and British Values. *HA to build a timetable for KS2 * Continue to invite speakers from the local community to visit whole school. * Continue mindfulness assemblies and link to reflective learning space.	SD	Collate resources to use in the assemblies (powerpoints, video etc.)	SD ran the community assemblies for KS1 whilst HM ran the assemblies for KS2. Initially the assemblies were based on our school values and British Values and then after purchasing the Jigsaw scheme the assemblies were based on the Jigsaw curriculum. Children responded very well in the assemblies. The final assembly was based on the children's Jigsaw lessons and their experiences. It was wonderful to hear all the really positive feedback from the children about how much they enjoyed their Jigsaw lessons.	Met
To develop and embed a new PSHE Curriculum	1) All staff to implement new curriculum. 2) Subject specific	- Explore JIGSAW and update the Curriculum map - Create an assembly rota for half term assemblies linked to our school	HA SD	New Curriculum budget	Providing two staff meeting based on the Jigsaw approach has ensured the teachers are confident in how to teach a	Met and ongoing

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	vocabulary consistent throughout the school. 2) Children will have access to resources and improve understanding of PSHE.	values and British Values. - The whole school to be working towards the same values -Teachers to use questioning throughout PSHE teaching, including a question of the term/week -To introduce SMC books or folders to show evidence			Jigsaw lesson and how the curriculum will fit into the school year. Feedback from teachers has been really positive and many people have said the children benefit greatly from the lessons. The Update of the curriculum map is almost complete.	
To create a reflective learning space that is available to all children.	1) Children to have a space to reflect 2) Children to have a 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	* Staff to continue to use the Crystal ball across all subjects to encourage reflective learning * A reflective space in the school is created in the Rotunda for an 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	SD HA	Resources to create an environment	This target is not yet met and will be carried forward to next academic year.	

RE

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.	- Review curriculum map across the whole school - Planning scrutiny for RE in each year group. Working with curriculum key target group. - Discuss/decide on SMC books or folders to show evidence	HM JG (Key Target group)	RE / Curriculum budget	We have briefly looked at RE when reviewing the curriculum map but will definitely need to do a planning audit on RE I September to ensure the new programme is still being taught.	PARTIALLY MET
2. Continue to develop links with the winder 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 3) Children engage with a variety of different role models 4) School and British Values to be embedded. 5) RE education review	-Create timetable for after Christmas – Invite more community charities using examples from this year. - Invite people from other churches in local area. -Half-termly assemblies on 'value of the term' related to the PSHE curriculum.	HM SD	Organisation of community	This has continued to be a success but we will need to continue this next term and see if we can get a wider group of other churches in the locality.	MET
3. To create a reflective learning space that is available to all children.	1) Children to have a space to reflect. 2) Children to have a space they can go to when they need time out of the classroom. 3) Children are able to pose questions about different	-Staff to continue to use crystal ball -Reflective space in the school – display with chair/cushions. Rotunda option for circle time with different sensory resources and books	HM HD SD	Resources to create an environment	This is due to take place in September. Vanessa and I have discussed the use of the Rotunda. Now it has been painted this is something we can move forward with.	NOT MET

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	cultures, beliefs or values. 4) Consistent use of the reflective space across the school. 5) Children to have access to range of religious resources and books to read and research from.	- Questions on the wall relating to PSHE monthly values and big questions from the RE curriculum. -Mindfulness assemblies -Staff meeting to discuss when children can use the space effectively			

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 and ensure coverage.	Book scrutiny to show good coverage of skills Planning to reflect coverage of skills Year groups meet in a staff meeting to ensure the learning objectives are covered. Update curriculum map	• Review the effectiveness of the science curriculum • 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 reviewed curriculum	JG	1 day supply to review coverage of skills After school meetings/staff meeting time Update science cupboard ££	Staff meetings were dedicated to review curriculum map. Staff looked at coverage in their year groups. Curriculum map updated to reflect any changes. This will ensure coverage of all skills and content. Scrutiny of Science books showed good coverage of all the scientific areas of the curriculum. Year groups given money to support particular themes with resourcing. Budget allocations meant updating new resources was limited. Planning format reviewed and a new planning format is being trialled in Year 3 and Year 6.	Target met
2 To provide rich experiences for children in Science	To organise Science days in school to promote learning and understanding in Science To engage children in outside learning experiences	• Liaise with Mid Sussex Science Week and Building Heroes Project. • Link Science with English and Maths through Co-ordinators • To review the Eco School programme • To monitor the use of the	JG. RC And SMT	After school meetings	Learning walks highlighted many classrooms displaying Science skills and content. Scientific vocabulary is clearly displayed in many classrooms to support children's learning. A book scrutiny was carried out with English co-ordinator to	Partailly met

	Science displays to enhance learning /vocabulary displayed	school's grounds and liaise with the Premises Officer			focus on writing which included Science. Evidence showed good standards of writing and explanation inn Science. Year 5 did not take part in the Mid Sussex Science week due to timetable overload with Business week. We will review this for next year. Year 5 and 6 were invited to take part in live links with BBC. Year 6 pupils attended a STEM (Science Technology Engineering and mathematics) workshop at Ardingly College. The day helped broaden mathematical knowledge and allowed scientific exploration and discovery, whilst being able to create an engineering project. The children built and raced their own model solar car!	
3.To track pupils progress in science	To analyse Target Tracker using data across year groups. Strengths and areas of development identified. Identify more able children.	• Analyse data and pupils progress using Target Tracker • To look at assessment in relation to the curriculum • Analyse SATs questions to prepare Year 6. • To work closely with Science team from Brighton University to assess children in Science. Attend the Science conference.	JG, and SMT	**After school meetings** **1 day supply + cost of Science conference**	More Able children identified and they participated in Oathall Master Classes. Children found these motivating and focussed on enhancing their scientific thinking Skills Rising Stars assessments were purchased for Year 6. Year 5 will also use these from September. Science conference was cancelled at Brighton University	Partially met

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					in June 2017due to low numbers so unfortunately I could not attend. This was going to look at curriculum and assessment. Areas of development will be identified in the next book scrutiny and planning scrutiny.	

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.	• 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	This has been organised to take place during the summer holidays. We should have good wireless throughout the school which will enable 30 devices to work in one classroom.	
Improve ICT access to pupils across the school.	Allocation of class iPads for use in other curriculum subjects	• Allocate existing iPads (3 per class) • Install appropriate apps for each class (checking licences) • Request funding from the PTA for a further 3 iPads for each class.	RA BLA RA	£12,600 (PTA funded)	All existing ipads are allocated to year groups with the apps requested (3 per year). Request for additional ipads from the PTA is on hold while I await for further information from the trust.	
Initiate extra-curricular ICT opportunities.	Facilitate a coding club	• Sign up to Code Club • Agree a suitable time / date to run the club • Agree target group of children to invite • Run the club	RA		I started a coding club at the beginning of the spring term. Unfortunately it had to end before the end of the spring term because I was off sick following the car accident. However, it had proved very successful and would be worthwhile running again.	
Organise effective resources to deliver computing services throughout the school.	Resources appropriate to the needs of our school and the computing curriculum.	• Install Apple TV / Air server • 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.	BLA BLA / RA BLA BLA	£600 £2000	Air Server has been installed on teacher laptops but needs to be rolled out to staff. Successful collaboration continuing. IT inventory is up to date. A few laptops have had to be replaced this year and 3 more have been purchased to support job shares.	

		• Complete set up centralised management of iPads.	BLA		Mobile Devices Management set up.	
Work with UOBAT to ensure strategic planning.	IT services and strategic planning will be supported by UOBAT.	• Participate in meetings with UOBAT, one per half term • Identify our service provision needs. • Providing information as required.	BLA/RA	£345 (½ day per term supply)	Several successful meetings have been held which have included discussion about the introduction of Fox Hub.	
Maintain an effective website.	Statutory information is displayed. Staff use website effectively.	• Ensure all statutory information is available. • Evaluate and make changes to website. • Support PTA with establishing their area on school website. • Meet with UOBAT webteam	RA RA RA / BLA RA RA / BLA	£345 (½ day per term supply)	The web site is up to date and Barbara and Kathy have the capacity to change information on some of the pages. The introduction of Fox is delayed as they are experiencing problems with their integration provider and hope to have this sorted by September.	
Effectively develop and maintain computing curriculum	A curriculum in which children develop statutory computing skills and develop computing skills across the curriculum.	• Oversee delivery of computing curriculum • Arrange CPD opportunities for staff to utilize IT across the curriculum. • Subscription to PurpleMash. • INSET using Promeathean board?	RA RA EF		Computing curriculum has been distributed and all year groups are following this. We had a morning INSET on using the interactive white boards which has enabled staff to deliver lessons more effectively. This was presented by someone from Promethean who we managed to get for free alongside a trial of hardware.	
Ensure effective E-safety training for pupils, staff and parents.	All statutory requirements for E-safety are being met.	• Keep up-dated of statutory requirements. • Ensure all staff are aware of statutory requirements and provide training where necessary.	RA RA		We had a successful morning INSET on E-Safety, which I then delivered again for TAs. We have participated in Safer Internet day where I gave assemblies for KS1 and 2. This was	

			RA		supported by 2 workshops for parents, both of which were well attended.	
		• Hold an E-safety workshop for parents.	BLA			
		• Ensure adequate virus protection is installed.				
Ensure school is covered by sufficient licensing for products and apps.	Software in school is covered by sufficient licencing.	• Purchase Microsoft licence based on full time employee count.	BLA	£1500	The Microsoft licence continues to be investigated. Barbara has done all she can at present, but is waiting for further guidance from the Trust.	
		• Set up Apple Volume Purchasing programme for iPad apps.		£500	Apple volume purchasing has been set up.	

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
To maintain and improve the provision of physical education	All year groups will have received at least 1x6 week block of CPD from Premier Sports Teachers will be able to use planning provided by Premier Sports to support their teaching. Teachers will be more confident in teaching areas of PE they were less confident in	Continue with CPD from Premier Sports Ensure that all staff have completed CPD training over past 2 years. PE staff meeting looking at targeting those children who are less active Both NQTS to go on course provided by Mid-Sussex Active. These focus on Invasion games and gym Offer opportunities for other staff to attend courses in areas they feel less confident PE coordinator to attend regular meetings and training events	SO & all staff SO, EB & Mid Sussex Active SO & NQTs SO and all staff SO & EB	£130 per day Part of money paid to Mid-Sussex Active +£50 per extra person Part of money paid to Mid-Sussex Active +£50 per extra person Part of money paid to Mid-Sussex Active	All NQTs attended a CPD session. 4 other members of staff also attended CPD sessions run by Mid Sussex Active. All staff received CPD from Premier Sport.	MET
To establish and improve the Intra School Competition program that feeds into the Lindfield	Every class will take part in 5+ intra school competitions. Those in KS2 will participate in at	Make sure that all classes have completed their competition with results fed back to the PE coordinator by the conclusion of the half-term. The one exception being the Christmas term.	SO, EB & all staff	Training as part of Mid-Sussex Active	The sport leaders set up intra school competitions once a week over lunch time. All year groups have organised and run competitions.	*MET*

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				money		
School Games (Sports Days)	least 3 different sports					
	Scores will documented on the Lindfield School Games board	Use Sports Crew and older KS2 children to assist the running of competitions in KS1	SO, EB & Sport Crew			
To promote Sainsbury's School games and Lindfield School games within our school and maintain the Gold Kite Mark	Maintain the use of the sports board and ensure it is being used by children and staff	Make sure that board includes photographs and explanations. Refer to the board during assemblies. Regularly review the information on the School Games board to make sure that it is regularly being updated. Sports Crew who have run events for KS2 write up what happened and place on the School Games board.	SO and EB	None	PE board has photos and information. Intra school games display is updated regularly and points are added up for each house team.	MET
To keep the wider community aware of Sports and competitions happening at Lindfield Academy	Link to be maintained by using Twitter to feedback results of inter and intra school competitions and to keep local community up to date with any information. Links to be maintained with Lindfield Life	Regularly keep twitter up to date with information regarding sport at Lindfield Primary Academy. Contact Lindfield Life and provide them with information and photos, when necessary, to get articles published about sport in our school.	SO, EB, JS and MS SO and EB	None None	Twitter is kept up to date after every competition or event.	MET

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