



**LINDFIELD  
PRIMARY  
ACADEMY**

**LINDFIELD PRIMARY ACADEMY**  
**ACADEMY IMPROVEMENT PLAN 2016-17**

**FINAL EVALUATION**

**OCTOBER 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"> <li>- To increase the percentage of <b>girls</b> in KS1 who reach 'greater depth'</li> <li>- To increase the percentage of <b>children</b> who achieved a standardised score of 105+ in KS2 SATs</li> </ul>	- 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 took place in June and July. Five students came in in Year 1, 2, 3, 4 and 5 for 2 sessions per group.	Met
		- 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.	Not Met
		- Staff meeting (Good Practice) activity on HA maths activities	JS	£100 resources, books April 2017	Not achieved due to more important Good Practices.	Not Met
		- Y1/2 to monitor HA girls throughout the year	LM/SO	Zero Ongoing	This is being monitored by Y1 and 2. Good progress in KS1 results	Met
		- Research and purchase Ipad Apps to help support maths	LM/EB	£50 February 2017	Undertaken in July by LM and EB.	Met
<i>To improve the support and provision given to SEN</i>	- Most SEN children, across the school, will progress at a	- Audit of maths interventions across the whole school. Review effectiveness of existing ones and keep or discard. Elicit where the	JS/HD	£120 (supply cost) February 2017	JS and HD to complete this task in the summer term.  Springboard to be reviewed for	Partially Met

<i>children</i>	similar or better rate than the rest of the class	need is in the school.			2017/8 – possibly TAs rather than teachers to save cost.	
		- Research new interventions and implement suitable ones	JS/HD	£500 February 2017		
		- 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"> <li>- 95% children to improve their 'Reasoning &amp; Problem Solving' score in the half-termly tests</li> <li>- Increased evidence of R&amp;PS in book scrutiny</li> <li>- Evidence of R&amp;PS in planning scrutiny</li> </ul>	- Introduce the new planning format (with explicit areas for R&PS)	JS	Zero November 2016	Planning format – went well this year. Positive feedback from staff. The format is manageable and useful.	Met
		- JS/AB to continue working with TRG	JS/AB	4 days' supply Ongoing	This took place throughout the year and was very useful	Met
		- Introduce the End of Term tests on a half-termly basis	All staff	Zero Ongoing	This continued in the summer term and has been reviewed for the new academic year. Timings of tests adjusted for Autumn and Year 1 have altered what they are giving the children.	Met
		- Book Scrutiny (half-termly)	JS/VS	3 afternoons' supply Ongoing	We have continued to do these to monitor progress	Met
		- Planning Scrutiny (termly)	JS/VS	1 afternoon's supply Ongoing	This took place in the Spring Term and again in the Autumn Term.	Met
		- Staff Meeting on Mastery Approach	JS	Zero November 2016	There have been two staff meetings on mastery in maths in 2016/17. There were also two in the Autumn Term on Bar Modelling.	Met
		- Resource Audit and purchasing of more resources to support mastery, reasoning and problem solving	All	£500 January 2017	Resources purchased through money from the PTA for bar modelling, place value and other areas.	Met

<i>To improve the fluency of children in maths</i>	<ul style="list-style-type: none"> <li>- 95% children to improve their 'Arithmetic' score in the half-termly tests</li> <li>- Evidence of 'Fluency Time' in planning</li> </ul>	- Introduce the new planning format (with explicit areas for R&PS)	JS	Zero November 2016	Planning format – going well this year. Positive from staff. The format is manageable and useful.	Met
		- JS/AB to continue working with TRG	JS/AB	4 days' supply Ongoing		
		- 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 continued in the summer term and has been reviewed for the new academic year. Timings of tests adjusted for Autumn and Year 1 have altered what they are giving the children.	Met
		- Book Scrutiny (half-termly)	JS/VS	3 afternoons' supply Ongoing	We have continued to do these to monitor progress	Met
		- Planning Scrutiny (termly)	JS/VS	1 afternoon's supply Ongoing	This took place in the Spring Term and again in the Autumn Term.	Met
		<ul style="list-style-type: none"> <li>- Introduce 'Fluency Time' &amp; Year group 'Fluency Targets'</li> <li>- Possible character/puppets</li> </ul>	All Staff JS/AB	£50 January 2017	Fluency Time has worked extremely well. We have decided against a new character. Fluency targets are going to be moved into the next Key Target.	Partially met
		- Staff Meeting on Mastery Approach	JS	Zero November 2016	There have been two staff meetings on mastery in maths in 2016/17. There were also two in the Autumn Term on Bar Modelling.	Met
		- Review Times-table challenge and implement something new if necessary	All group	£100 December 2016	New ipad based TTC has been introduced in Y5/6 and trailed in Year 3/4	Partially met
<i>To continue to enable parents to support</i>	<ul style="list-style-type: none"> <li>- High parent turnout at workshops</li> <li>- Positive feedback</li> </ul>	- Review and amend calculation policy	JS/SALT maths group	6 afternoons supply February 2017	Completed	Met
		- Parent workshop for KS2	JS/EB/CG/AB	Zero (PTA if	This was done and deemed very	Met

<i>maths at home</i>	from parents after workshops			needed) March 2017	successful	
	- Parent workshop for KS1	JS/SO/LM		Zero (PTA if needed) March 2017	This was done and deemed very successful	Met
	- Specific maths focus at 6 weeks in	SD		Zero October 2017	This was done and deemed very successful	Met
	- Maths Homework to include examples of how to complete	All		Zero November 2016	Has been looked at but needs to be reviewed	Not met
	- Review types of homework tasks set, including extra challenges for HA. Give teachers examples.	All group		£100 March 2017	Still to be addressed	Not met
	- Audit maths section of website and update regularly	JS		Zero December 2016	Will be looked at in November 2017	Partially met

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. 19.10.17 Raise online shows that in 2017 <b>81%</b> (National 76%) achieved the expected standard and 11% achieved a high standard. <b>82%</b> of pupils with medium prior attainment reaching the expected standard. This is an improvement on last year. <b>Improved writing in ks2 is a key strength in the SEF.</b>	19.10.17 Met but to be continued
		- 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	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.	Met Regular moderation staff meetings have been

						scheduled across the year. Moderation against frameworks will continue.
		- 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.  Early years writing moderation will be taking place after half term.	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 reviewed. Book scrutiny and discussion with teachers- Year 6 use the framework alongside writing across all subjects. Year 2 children have been introduced to the framework Year 5 are introducing the framework to the children after Christmas.	19.10.17 Met but to be continued
		- Introduce peer assessment form to encourage shared editing	LD		Being used successfully across KS2 and by some HA writers in Y2.  October book scrutiny showed evidence of peer assessment	Met 12/16



					forms being used across years 2-6.	
		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	Moderation meetings continue to be useful and will 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 but to be continued. TAs in Year 6 are proficient in using the frameworks. Training further down the school is still required.
		- Introduce grammar starters and develop a grammar character to encourage questioning	MH/AB/School council	School council sessions	In progress  AB launched the competition for a grammar character and the school council are in the process of choosing a winner. The character will then be rolled out across the school.	Met 10/17

		<ul style="list-style-type: none"> <li>- Improve editing and drafting techniques through regular use of effective visualisers for immediate reflection and feedback</li> <li>- Introduce and explain how Apple TV boxes work in January INSET</li> </ul>	RA/LD/BL	Invest in Apple TV boxes- split between Computing and English budget- £380 per budget	<p>Everything has been set up. Teachers have been shown how to use it.</p> <p>All classes have Apple TV boxes and class observations have evidenced use of this when reflecting on, editing and reviewing work.</p>	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		<p>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.</p> <p>Change in English lessons in Y6 has also meant that more support can be given to more children during lessons.</p>	<p>Met</p> <p>This will continue because it worked well. From January onwards, small groups and 1:1 focus will start again following the success of last year.</p>
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 very motivating and engaging. Summer topics are also proving to be very engaging. Writing competition introduced based on Book Week stories – being judged by governors. Some pupils have been writing for Lindfield Life. We need to investigate more such opportunities.	Ongoing
		- Encourage chn to share their work with other classes and teachers across the school Years 6-3 5-2 4-1 Writing buddies (peer assessment/editing)	All staff		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. Investigate writing task specific for twinned class. Classes have been 'twinned' and have had buddy reading sessions and peer assessment sessions.	Met and to be continued
		EY to share work across their year group and in celebration assemblies. EY to also establish links with a local nursery to share reading/writing.	JC		Logistics are still being investigated. The nursery link has proved difficult logistically so we will re-investigate next year. Reception have buddied up with Year 3 readers.	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 competition 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 Competitio n was popular but administrat ion was not completed due to staff illness. Based on success, similar competitio n can be launched this year.
		-Enhancement- appropriate challenge and differentiation in lessons	All staff		Quality first teaching	Met- ongoing October book scrutiny showed evidence of differentiat ion and challenge

						in books
		- 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	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, no links have been established yet. This is to be worked on in the NEARS meetings.
		- 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/LD	Afternoon release time 2x pm sessions a term. £140 per term	LD and JG revised and updated planning 12/16 Planning shows good cross-curricular opportunities for writing. Recent book scrutiny showed good cross-curricular coverage and writing opportunities	Met
		- Begin an after school 'Inkpots' to promote creative writing.	LD/Gill Pawley	Privately run after school	On-going	Met 12/16

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 due to maternity leave
	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 <b>Ongoing</b>	- 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 Book scrutiny shows evidence of wonderful writing opportunities and purposes.	Met in most year groups
		- 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	Met
		- 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	Met 23/11/16 after school		Met
	-Add in a GPS section- to planning incorporating no nonsense spelling sessions and a grammar focus	LD/JG	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 all subjects	-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
	-Handwriting checklists available on tables for all chn  -Handwriting policy adhered to	All staff		Feedback from teachers was that desks are becoming cluttered with too many 'tools' Handwriting checklists are on display in all classrooms .	Met

		<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>9/17 KS1 using books with handwriting lines</p> <p>Tracking document is being used – Met and ongoing.</p>	<p>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> <p>- Chn use ‘Have a go sheets’ to increase spelling independence</p> <p>- Chn use spelling journals to practise and develop effective strategies</p>	<p>LD</p> <p>All staff in KS1/2</p>	<p>Staff meeting- 11/10/16 <b>Met</b></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> <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</p>	<p>Met and ongoing</p> <p>Analysis of Raise online data shows spelling was good in year 6 SATS.</p>



		<p>- Introduce spelling and phonics policy based on RWinc and No Nonsense spelling</p> <p>-Improve spelling homework tasks and base them on strategies for spelling with a focus on fewer words</p> <p>- Teachers to be aware and re-visit statutory word lists from previous year groups to ensure coverage</p> <p>-Spelling working party- create spelling lists to send home for each year group.</p> <p>Year 1 to start covering year 2 Autumn objectives in the Summer term</p>	<p>LD</p> <p>LD/MH/RC</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>Year 1 will start looking at Babcock after the phonics screening.</p> <p>Spelling interventions groups have been put in place in Year 6. Year 5 are focussing on recapping some Year 4 content to ensure children know the necessary spelling rules.</p> <p>October book scrutiny showed use of spelling journals in some year groups.</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  SAT results	Targeted interventions on Personal Learning Plans.	RC / SH / CL	SH and CL	RC has attended ILP meetings for those PP children with a SEN. To be rolled out to all PP children (next year).	Partially met
		Experienced teachers delivering interventions and class based sessions.	Class teachers		SH/CL deliver interventions and are very experienced. Catch up training undertaken by CL/ HD / LN	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.	Achieved
		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	The impact of interventions will be measureable.	Streaming for maths across Yr 6	HD / JS  Yr 6 teachers		Year 6 and Year 2 streamed for maths. This proved to be successful in enabling teachers to	Achieved

<p>interventions to address the SEN attainment in maths</p>	<p>Ineffective 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>Children in Year 6 will have readers 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>Half termly meetings between SENCo and class teachers to look at provision timetables and interventions.</p> <p>Half termly learning walks.</p> <p>Purchase resources to support pupils needs.</p>	<p>focus on the needs of the particular children in 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>
<p>To raise the attainment in EPGS for disadvantaged pupils</p>	<p>Raise attainment – evidenced in end of year SATs</p>	<p>Streaming across Year 6 for Grammar.</p> <p>Grammar starters included in the planning format in Years 5 /6</p>		<p>All teachers</p>	<p>Year 6 and Year 2 streamed for GPS. This 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, beginning to roll out in Year 4.</p> <p>Fresh start and Get Spelling were superseded by the differentiated GPS groups, which proved effective.</p> <p>Targets set for all children.</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>Achieved</p> <p>Achieved</p>
<p>To identify and track the progress of the EAL children</p>	<p>Regular half termly updates</p> <p>Add EAL to class story</p> <p>Interventions delivered by TAs as appropriate</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 teachers</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>Achieved</p>

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	The website definition has been amended to the 'more able' as per government recommendations. Groups for the more able identified at KS1 have been set up on TT.	On-going
	To hold an enrichment evening	To run an enrichment activity evening	All staff		Deferred – owing to other priorities within the academy.	Not met.
	Challenge corners to be evident in classrooms				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	Head and SALT network		Links have been established in years 5 and 6 and plans are afoot to widen these opportunities to other year groups.	Achieved

**IMPROVEMENT OF THE LEARNING ENVIRONMENT**

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review  Reviewed 17 may 2017 Reviewed Oct 2017	Completed Target? Met/ Partially Met
1. To improve provision and quality of outdoor learning environments in KS1	<p>- EYFS: to enrich outside areas, bringing in natural resources for understanding the world curriculum</p> <p>- Year 1: improve quality of outdoor provision + resources to support this</p>	<p>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</p> <p>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</p>	<p>NC + EY's Team</p> <p>Year One Teachers, Year One TA's PTA</p>		<p>This has been achieved.</p> <p>Raised beds donated and have been planted up.</p> <p>Achieved</p> <p>Tomatoes and other donated seeds planted instead of sunflowers. Whiteboard has been donated and will be used for this</p> <p>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 groups regularly in outside area but no longer possible due to TAs being unavailable. TA support continues to restrict the use of the outside area</p> <p>RC to attend PTA meeting to</p>	<p>Met</p> <p>Ongoing</p>

	-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		present bid. Decking been removed and awaiting further quotes and decisions about future developments  Sails in place	Patially met/ ongoing   Met
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		Completed  Gardening club hasn't yet started and will probably be postponed until spring 2017 Eco club has completed the gardening in the pond area  This is included as part of bid to PTA for pond  Meeting with VS organised for next week to discuss further . Signs have been erected in KS1 playground.	Met  Met  Ongoing  Completed in KS1. KS2 to be addressed in future
3. To create a happy and	Audit, research and purchase	School council to discuss equipment ideas with their class and report	Key Target group Anna Bain		School council involved and made suggestions. RCr made bid	KS1 playground

<p>positive playtime environment for all children</p>	<p>playground equipment</p> <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>back to Anna Bain. Wishlist created for PTA/budget 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>to PTA for PE equip for KS2 playground. KS1 playground equipment audited. New equipment purchased and playground challenges introduced in KS1. Ks2 playground to be addressed in future.</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>	<p>met – ongoing</p> <p>KS2 yet to be established</p> <p>Met</p> <p>Met – buddy bench sign yet to arrive</p> <p>Met / ongoing</p>
<p>4. To celebrate children's learning through the use of displays</p>	<p>Good quality displays, changed regularly, throughout the</p>	<p>To produce an annual timetable in September with all displays and subjects allocated so it can be incorporated into planning.</p>	<p>Nicki Cottingham/Staff meeting</p>	<p>Staff meeting</p>	<p>Planned for September to tie in with subject leaders. Hope to create as part of the display staff meeting .</p>	<p>Ongoing</p>



	<p>school and reflect the journey of the learning that has taken place</p>	<p>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 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>RC/NC</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>	<p>Not met</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	HM 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 through the Jigsaw scheme.	TARGET MET

					An overview of the PSHE scheme is being written so Curriculum map files can be updated	PARTIALLY MET An overview forKS1 has been written and is on the P drive
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,LD	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>	MET
4. To ensure the statutory requirements of the curriculum are being covered. Ey's /	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>	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	PARTIALLY MET/ONGOING Discussion with DT, Geography

KS1 and KS2		<p>Planning scrutiny to ensure coverage</p> <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 13<sup>th</sup> June to ensure coverage of creative curriculum.</p> <p>Another book scrutiny has taken place on 13<sup>th</sup> November. A report will be sent out to staff.</p>	<p>and History Co-ordinators has taken place to review these subjects in the curriculum map. As the curriculum encompasses so many subjects, to be more effective it is important to focus on a few specific subjects.</p>
5. To review science in curriculum map and ensure coverage.	<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</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>	JA and SG and HM	<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 13<sup>th</sup> June to ensure coverage of Science curriculum.</p> <p>Another book scrutiny has taken place on 13<sup>th</sup> November. A report will be sent out to staff.</p>	PARTIALLY MET/ONGOING

	learning objectives are covered. Update curriculum map	To update resources to support delivery of reviewed curriculum			Review of science planning to ensure coverage of skills across the year groups A trial of the new planning format has been trialled in Year 3. This will be presented to SLT and then to staff. Some resources have been purchased for particular year groups. An audit or resources now needs to be carried out.	
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