



LINDFIELD PRIMARY ACADEMY
ACADEMY IMPROVEMENT PLAN
2017-18 SUBJECT ACTION PLANS



Art and Design

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Website page	Website shows exciting examples of art work in action.	Add photographs of Art work to the Website gallery. Photograph lessons during pop ins and displays.	NC	Release time		
2. Coverage- (Teaching and planning)	Units of work in curriculum map will be realistic and manageable. Areas for support will be identified. Staff can use Art virtual portfolio to view HA, MA, LA work as bench marks to work towards.	Look at sample sketch books (HA, MA, LA) and work from KS1. Look at end of unit examples of work across year groups. Look at planning in Learning Journeys and weekly plans to check for skills coverage. Pop into Art lessons. Evaluate activity ideas given in curriculum map. Highlight skills taught and useful activities. Work with year groups as necessary with skills and planning ideas. Scrutiny of art work to identify areas requiring support. Art Virtual portfolio is available with examples of high, average and below average samples of work. (Staff to make work available for NC to photograph.)	NC All	staff meeting time		
3. Assessment	Target tracker	Check Target Tracker to identify	NC			

(Target Tracker)	will show evidence of progression.	areas of strength or weakness. Support teachers with skills or ideas where necessary.				
4. Promote subject	<p>High quality and informative displays, celebrating art work around the school.</p> <p>Teachers and children are enthusiastic about teaching and learning.</p> <p>Arts Mark to be re awarded.</p> <p>Staff will be clear about what skills will be taught and artists used. Exciting and meaningful projects will be developed through a topic approach.</p>	<p>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. Identify lead teachers 'Art Experts' in each year group to inspire and support.</p> <p>Work towards Gold Arts Mark</p> <p>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.</p>	<p>NC and all staff</p> <p>NC and VS</p> <p>NC and all staff</p>	Staff meeting time		

Computing

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Website page	Ensure all statutory information is on the website Staff use website effectively.	<ul style="list-style-type: none"> • Follow guidance from the Trust. • Ensure all statutory information is available. • Evaluate and make changes to website. • Meet with UOBAT webteam 	RA	Half day per half term		
2. Coverage- (Teaching and planning)	Computing NC will be taught across the school.	<ul style="list-style-type: none"> • Oversee delivery of computing curriculum • Arrange CPD opportunities for staff to utilize IT across the curriculum. • Follow any guidance provided by the trust. • Subscription to PurpleMash 	RA	Half day		
3. Assessment (Target Tracker)	Teacher's will begin to assess children's computing skills on target tracker.	<ul style="list-style-type: none"> • Check target tracker against what year groups are teaching. • Consider moving activities 	RA	Whole day		
4. Promote subject	Teachers will feel confident and excited about teaching computing.	<ul style="list-style-type: none"> • Good practise sessions in staff meetings. • Lead staff meeting on PurpleMash? • Computing club- coding club / 	RA			

	Pupils will enjoy the subject and make good progress.	digital leaders				
5. Improve ICT access to pupils across the school.	Allocation of class iPads for use in other curriculum subjects	<ul style="list-style-type: none"> 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)		
6. Organise effective resources to deliver computing services throughout the school.	Resources appropriate to the needs of our school and the computing curriculum.	<ul style="list-style-type: none"> 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. Continue centralised management of iPads. 	BLA / RA BLA BLA BLA	Half day every half term £2000		
7. Work with UOBAT to ensure strategic planning.	IT services and strategic planning will be supported by UOBAT.	<ul style="list-style-type: none"> Participate in meetings with UOBAT, one per half term Identify our service provision needs. Providing information as required. 	BLA/RA	Half day every half term		
8. Ensure effective E-safety training for pupils, staff and parents.	All statutory requirements for E-safety are being met.	<ul style="list-style-type: none"> Keep up-dated of statutory requirements. Ensure all staff are aware of statutory requirements and provide training where necessary. Hold an E-safety workshop for 	RA			

		parents. <ul style="list-style-type: none"> • Ensure adequate virus protection is installed. 	BLA			
9. Ensure school is covered by sufficient licensing for products and apps.	Software in school is covered by sufficient licencing.	<ul style="list-style-type: none"> • Purchase Microsoft licence based on full time employee count. • Set up Apple Volume Purchasing programme for iPad apps. 	BLA	£1500 £500		

Design and technology - awaiting due to illness.

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 on the school website.	To have a 'Geography' page as part of the Learning tab on the school website.	1. To write a paragraph summarising the learning of Geography in our school, as part of our whole school curriculum map. 2. To evidence examples of learning in Geography through use of photos, samples of children's work. 3. Submit information to website team to upload to school website.	S.G.	1. Request to staff for pupils work and photographs of children working in Geography, through staff meeting and email. 2. Collation of website page in collaboration with Curriculum map team.		
2. To ensure the coverage of Geography, review and monitor that key skills are covered in topics in all year groups.	For teachers to ensure key skills are taught to ensure continuity and progression through each year group.	1. Review of curriculum map with each year group, focusing on the learning journey and coverage of skills being taught linked to target tracker. 2. Audit teaching plans to check coverage of key skills within topics through intended outcomes and differentiation. 3. Scrutiny of books - take in a sample of pupil books to monitor	SG and JA Curriculum map team	1. Audit of medium term skills and learning journeys, use of subject leader time. 2. Audit of teaching plans. Scrutiny of books – termly.		

		achievement, continuity and progression				
3.To develop assessment of Geography through the use of target tracker	For staff to use target tracker as part of their summative assessment of children's learning and to inform future teaching.	<ol style="list-style-type: none"> 1. To closely look at where target tracker statements are placed within year groups and see which statements match our curriculum map and which might need moving, to enable staff to effectively record judgments. 2. To involve Year group teams in sorting statements to ensure they are planning to enable teaching appropriate subject coverage. 3. To inform management so adjustments can be made to target tracker as appropriate. 4. For staff to use target tracker for regular assessment of Geography. 5. To monitor school assessment of Geography to inform further actions. 	S.G. Curriculum map team	<ol style="list-style-type: none"> 1. 1 day's supply to look at target tracker statements and match to curriculum map. 2. Staff meeting for staff to match target tracker statements to year group. 3. .5 day's supply to manage and notify of necessary changes to target tracker. 4. Use of subject leader time to monitor assessment. 		
4.To raise the profile of Geography in school by creating a subject display	To have a Geography display in school reflecting different work going on across year groups	<ol style="list-style-type: none"> 1. To invite staff to contribute pupils work/photographs for a Geography display board. 2. To include a 'news' clip showing news report on any relevant event linked to Geography eg volcano eruption 	S.G.	<ol style="list-style-type: none"> 1. Allocation of display board to Geography. 2. Staff meeting and email to invite contributions from staff. 3. Mounting of display. 		

History

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
<p>1. Website page To update the History page of the Academy's website.</p>	Parents and the wider community to be able to share and celebrate History learning within the Academy.	<ul style="list-style-type: none"> Refresh website with photographs and news of History learning within the Academy. 	SV with Academy webteam	1-2 hours		
<p>2. Coverage- (Teaching and planning) To evaluate and develop the use of historical sources within the Academy.</p>	Staff to feel confident to teach through enquiry, as part of the History curriculum.	<ul style="list-style-type: none"> Audit a sample of current teaching plans to establish the existing use of historical sources within the Academy (by Spring half-term). Audit the existing historical sources within the Academy's central History resource boxes. Support teaching staff in the development of using historical sources to promote enquiry-based learning. Build a shared folder of 	<p>SV and a member of SMT for NQT+1 support</p> <p>SV</p> <p>SV and/or Teacher with expertise within the locality or wider Academy Trust</p> <p>SV and Academy staff</p>	<p>½ day release time - to be carried out at the same time as item 3 below.</p> <p>Staff meeting time (could be shared with item 3 below).</p>		

		year group examples of historical sources used with resources, key questions and examples of pupil work as appropriate.				
<p>3. Assessment (Target Tracker)</p> <p>To review and monitor that the teaching and learning of History in all year groups involves children using key History skills.</p>	<p>Teachers to identify the key History skills that should feature in the teaching and learning of History, ensuring continuity and progression through each year group.</p>	<ul style="list-style-type: none"> Audit a sample of current teaching plans to establish which key History skills are being covered to provide a baseline for staff discussion (by Spring half-term). Staff Meeting discussion to agree what key History skills might look like in each year group (by end of Spring term). Scrutiny of a sample of teaching plans to monitor use of agreed History skills in teaching and learning (by end of Summer term). 	<p>SV and a member of SMT for NQT+1 support</p> <p>SV and staff meeting group</p>	<p>½ day release time - to be carried out at the same time as item 2 above.</p> <p>Staff meeting time (could be shared with item 2above).</p> <p>½ day release time.</p>		
<p>4. Promote subject</p> <p>To explore online school subscriptions to the Historical Association or Key Stage History.</p>	<p>Subject Leader to be supported in their role in this area of the Curriculum by developing subject knowledge, enhancing teaching and learning ideas and enthusiasm.</p>	<ul style="list-style-type: none"> Investigate whether there are any existing online school subscriptions for History subject leadership. Explore the cost and feasibility of taking out an online subscription to The Historical Association or Key Stage History. 	<p>SV with EF</p> <p>SV with EF</p>	<p>£34-£60 per year</p>		

MFL

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Website page	Evidence of Language teaching on website	Add photos to webpage Take photos of lessons during lesson pop ins	JC	½ day cover VS		
2. Coverage- (Teaching and planning)	MFL taught for 30mins per week in KS2 and 20 minutes per week in KS1	Look at year group plans Look at sample French books	JC	PE release time		
3. Assessment (Target Tracker)	Languages updated on tracker termly	Look at class data on target tracker	KS2 teachers	PE release time		
4. Promote subject	Evidence of MFL in both buildings and in classrooms	Develop French resource area in the Meadow with display MFL display in Orchard Make an inventory of resources Distribute most resources to year groups Allocate a shared board to MFL next time they are due to change Continue to celebrate European Day of Languages	JC All classes	½ day cover VS		

Music and Drama

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Website page	To have an interesting and exciting page for music on school website	<ul style="list-style-type: none"> • Upload pictures of children playing instruments/singing assembly/instrument lessons/class lessons • Blurb about charanga and website link • Information about clubs/instruments 	HB	Time to edit website		
2. Coverage 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	<ul style="list-style-type: none"> • Hold a charanga training staff meeting • Observe Teachers teaching music • Liaise with Teachers regarding their teaching practice and support 	HB	1 x staff meeting 1 x day out of class to observe music		
3. Assessment	Teachers to use the Musical School Assessment framework on charanga during lessons	<ul style="list-style-type: none"> • Subject leader to assess and try out musical school assessment framework on website • Put together ideas on how to use it during lessons to inform Target Tracker statements 	HB			
4. Promote subject To use Drama	Children engaged in	<ul style="list-style-type: none"> • Subject Leader to lead part of a staff meeting on 	HB	1x staff meeting		

<p>as a vehicle to enrich the curriculum in a creative and cross-curricular way.</p>	<p>their learning and topics across the curriculum.</p>	<p>the use of drama techniques throughout the curriculum.</p> <ul style="list-style-type: none"> • 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 				
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PSHCE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
1. Website page	All subjects to have a PSHE curriculum overview on the website.	Jigsaw provides a curriculum overview for all years' groups which have already been added to the academy website, a part from EYFS which is not provided by Jigsaw. I need to create an EYFS curriculum overview and upload it to the website.	SD	No Finance needed.		
2. Coverage-(Teaching and planning)	Effective PSHE lessons taking place.	During my CPD release time observe some PSHE lessons around the school.	SD	No Finance needed.		
3. Assessment (Target Tracker)	A good level of children to be reaching age expected result in PSHE. Give certificate to children performing well in PSHE lessons in a celebration assembly every half term.	Monitor PSHE assessments on target tracker. Teachers will be asked every half term to choose children from their class to be rewarded with a Jigsaw certificate for working well in PSHE lessons and for good behaviour linked to values taught in PSHE lessons. These will be presented at a Jigsaw celebration assembly.	SD	No Finance needed.		
4. Promote subject	Successful anti-bullying week	An assembly will be given at the beginning of anti-bullying week, activities will be completed in all classes, a display will be made	SD SD	No Finance needed. No Finance		

	<p>A jigsaw display</p> <p>Create a PSHE/RE mindfulness area in the rotunda.</p>	<p>promoting anti-bullying week and an insert will be produced for the new letter.</p> <p>A jigsaw display will be created by the entrance to the hall.</p> <p>Work with the RE coordinator create a space that could be used for groups or classes to use as part of their PSHE and RE lessons. The plan is to use the rotunda to create a quiet/reflective space. To create a calming and relaxing atmosphere materials, will be hung from the ceiling and there will be attractive lighting, cushions, and comfy chairs.</p>	<p>SD/MF</p>	<p>needed.</p> <p>Funding needed from PTA</p>		
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PE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Financ e	Evaluation/Review	Completed Target? Met/ Partially Met
Website *To keep the wider community aware of PE, Sports and competitions happening at Lindfield Academy	To keep the Academy website up to date. Twitter to be updated regarding competitions. Links continued with Lindfield Life.	Update the Academy website with the whole school PE plan, photos and information on competitions 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 & CG	Twitter Website Photos		
Teaching and planning *To ensure all teachers are providing good coverage of the PE Curriculum.	Children are developing many different skills in a variety of sports.	To review the curriculum map for the whole school. To audit lessons To complete staff questionnaire to gain information on where staff feel they need support. Pupil voice questionnaire to determine pupil's view of PE and sport in the school.	SO & CG	thePEhub.com time – VS/ Premier Sport		
Assessment *To ensure continuity and progression across the	Teachers to link medium term planning to assess the quality of	Staff to use a consistent assessment strategy using Target Tracker.	All Staff SO to review	Target Tracker Time – premier sports		

school.	pupils work. Identify G&T children and those less active.	Keep track of all children who participate in competitions and those who are less active.				
Promote Subject *To promote Sainsbury's School games and Lindfield School games within our school,	Maintain the Gold Kite Mark. Achieve a KS1 Quality Start Mark. Children and staff to be aware of the competitions being run in school and opportunities available.	8 children to be trained up as sport leaders to run competitions and promote the school games. Establish links with a local school to provide opportunities for KS1 to participate in competitions. Competitions and events to be put in diary and on sports board. Year group staff member to attend competitions or festivals with children.	SO & CG All staff Sports leaders	Premier sports MSA – competitions		

RE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finan ce	Evaluation/Review	Completed Target? Met/ Partially Met
1. Website page	To add an RE webpage to the Academy website	-Contact web team to create RE webpage on website. - Gather photos and evidence of learning from year groups to add to website. - Keep parents/visitors up to date with RE news on the website.	MF	N/A		
2. Coverage-(Teaching and planning)	Ensure teachers are using discovery scheme. To have displays to show children's learning during RE lessons.	-Encourage/create displays in the hallways. -To complete book scrutiny's to look at coverage. -Asking for example pieces of work for the website. -Contact web team to create RE webpage on website.	MF	Ongoing		
3. Assessment (Target Tracker)	To ensure Target Tracker mirrors the Discovery Scheme to assess.	-Add in curriculum statements -Ensure teachers are assessing RE	MF	To be completed by Christmas to allow for Target Tracker to be accessed by teachers.		
4. Promote subject	To continue to make links with the community in	-Invite visitors for assembly visits. -Encourage/create displays in the hallways.	MF	PTA Funding?		

	<p>assemblies and to showcase these visits in Newsletters, the website and displays.</p> <p>To create a reflective learning space that is available to all children.</p>	<ul style="list-style-type: none"> -Reflective space in the school – display with chair/cushions. Rotunda option for circle time with different sensory resources and books - 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 	SD, MF			
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Science

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finan ce	Evaluation/Review	Completed Target? Met/ Partially Met
1. To raise the profile of Science on the school website	To update science website page. Load overview of current topics in each year group. (Present the overview)	<ul style="list-style-type: none"> • Include a paragraph about our Science curriculum and how we promote scientific learning. • Link with Geography, Healthy Schools and Eco school coordinator. • Gather photos to show the breadth of the science curriculum. • Submit information to website team to upload to school website 	JA	½ day supply for liaison with the Co-ordinators. Ask staff for examples of pupils work and photographs in Science. Design a website page with new key target group. (Curriculum)		
2. Coverage-(Teaching and planning) To review science in curriculum map and ensure coverage of statutory requirements	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	<ul style="list-style-type: none"> • Review the effectiveness of the science curriculum • To present the new planning format for medium term skills.(INSET) • Audit the learning journey and weekly plans to monitor coverage of statutory requirements in each 	JA and curriculum map team	1 day supply to review coverage of skills _After school meetings/st aff meeting time Update		

	objectives are covered. Update curriculum map	<p>Key Stage</p> <ul style="list-style-type: none"> • 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 		<p>science cupboard ££ INSET morning to share medium term plans to promote a focus on Science teaching and learning Use Subject leader time to monitor assessment</p>		
3. To develop assessment of Science through the use of Target Tracker	To analyse Target Tracker using data across year groups. Strengths and areas of development identified. Identify more able children.	<ul style="list-style-type: none"> • Analyse data and pupils progress using Target Tracker • To identify target tracker statements in each Year group and see if they match our curriculum map. Report to SLT • Analyse SATs questions to prepare Year 6. • Support Year 5 with Science assessment with the use of Rising Stars Progress Tests. Report information to Year 6 	JA, and SMT	<p>After school meetings</p> <p>1 day supply to look at statements and match to curriculum map</p>		
4. To raise the profile of Science	To organise Science days in	<ul style="list-style-type: none"> • Liaise with Mid Sussex Science Week and 	JA and Curriculum map	1 day supply +		

<p>throughout the school</p>	<p>school to promote learning and understanding in Science</p> <p>To engage children in outside learning experiences</p> <p>Science displays to enhance learning /vocabulary displayed</p>	<p>Ardingly STEM projects</p> <ul style="list-style-type: none"> • Link Science with English and Maths through Co-ordinators • Liaise with Oathall for masterclasses • To liaise with Eco School Co-ordinator to support outdoor learning • Science workshops • To work closely with Science team from Brighton University Attend the Science conference • Have a famous Scientist day for each year group to research • Link Science with Geography, Eco and Healthy Schools. • Science learning displays in all classrooms 	<p>key target team</p>	<p>cost of Science conference</p> <p>Time for curriculum map key target team to meet and discuss actions needed.</p> <p>1 day to meet with Eco, Geography and Healthy Schools Co-ordinators</p>		
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