



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	Photographs added Nov 17. Art Exhibition photographs added.	Met
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	A learning walk was undertaken to check coverage and skills. Teachers are working well to meet most of the skills and knowledge expectations and make links with topics in planning. Focus will be given in the Key targets for next year to review and map the art provision onto the curriculum map – developing the cross curricular links and use of quality texts. Art Virtual portfolio added to Nov 17/Summer 18	Partially met – ongoing

3. Assessment (Target Tracker)	Target tracker will show evidence of progression.	Check Target Tracker to identify areas of strength or weakness. Support teachers with skills or ideas where necessary.	NC		Target Tracker statements were reviewed. Some are fitting well into the existing plans, other work will need to be done as part of the Key Target group to correlate the statements and units of work together.	Partially Met – on going
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>	<p>Staff meeting time</p>	<p>High standard of displays, changing regularly. Arts Week exhibition was highly successful. New skills were explored and New Artists introduced to the children. The community were very complementary about the quality and impact of the work on show. Virtual portfolio updated Nov 17 and Summer 18. The team are currently collating the statement of commitment for the Artsmark Gold award.</p> <p>To be part of Key Target work next year.</p>	Partially Met - ongoing

Computing

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
5. Website page	Ensure all statutory information is on the website Staff use website effectively.	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	Guidance from the Trust has been to follow DFE website. I've communicated with the webteam via email when relevant. Website regularly checked and relevant individuals advised of changes that need to be made.	Met
6. Coverage- (Teaching and planning)	Computing NC will be taught across the school. Ensure effective E-safety training for pupils, staff and parents.	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 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. Hold an E-safety workshop for	RA	Half day	No guidance has been provided by the trust yet. Teachers have all been shown how to use the PurpleMash scheme of work which ensures good coverage. This has not run for a full year yet so remains a work in progress. I want to talk to teachers about how successful this has been and if there are any changes that need to be made. E-Safety training for all staff.Safer Internet day: Assembly, class room activities, 2 workshops for parents.	Partially met

		parents. Ensure adequate virus protection is installed.				
7. Assessment (Target Tracker)	Teacher's will begin to assess children's computing skills on target tracker.	Check target tracker against what year groups are teaching. Consider moving activities	RA	Whole day	Teachers have been selecting taught statements on Target Tracker at the end of each term. When a full year has been completed, I will be able to look at gap analysis. We also need a full year to have run using the new curriculum.	Partially met
8. Promote subject	Teachers will feel confident and excited about teaching computing. Pupils will enjoy the subject and make good progress. Improve ICT access to pupils across the school.	Good practise sessions in staff meetings. Lead staff meeting on PurpleMash? Computing club? (I can't take on anything extra until my back is sorted) - coding club / digital leaders . 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 RA BLA	£12,600 (PTA funded)	Good practise has been shared on how to use the notice boards on PurpleMash. I still want to run E-Safety leaders, but I will need to find funding for this as the scheme cost approx. £500 PTA funding is not available, although they were able to donate 8 2 nd hand ipads.	Met Partially met
9. Organise effective resources to deliver computing services throughout	Resources appropriate to the needs of our school and the computing curriculum.	Collaboration between IT technician and Computing co-ordinator to monitor the progress of action plan. Maintain inventory of IT equipment.	BLA / RA BLA	Half day every half term £2000	We have only managed to achieve this a couple of times (back) but we have been successful in prioritising actions at this time. IT inventory up to date.	

the school.	Work with UOBAT to ensure strategic planning.	<p>Repair / replace equipment as necessary. Continue centralised management of iPads.</p> <p>Participate in meetings with UOBAT, one per half term Identify our service provision needs. Providing information as required.</p>	RA / BLA		Up coming projects: Rolling AV programme – replace IWB with screens approx. £2000 each Communications (link to Emma’s lockdown procedure) – update phone system / walkie talkie (trust have their own)	
10.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	The school completely covered by a Microsoft volume licencing agreement. Will need renewing every year but will not come under IT budget. AVP purchased and set up – one off cost.	Met – not needed on this action plan next year?

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.	A page has been added to the school website as part of the Learning tab. This page includes a paragraph about the learning of Geography and photographs of children's work and displays.	Met

<p>2. To ensure the coverage of Geography, review and monitor that key skills are covered in topics in all year groups.</p>	<p>For teachers to ensure key skills are taught to ensure continuity and progression through each year group.</p>	<p>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 achievement, continuity and progression</p>	<p>SG and JA Curriculum map team</p>	<p>1. Audit of medium term skills and learning journeys, use of subject leader time. 2. Audit of teaching plans. Scrutiny of books – termly.</p>	<p>An audit of medium term plans and learning journeys has been done to check coverage of skills. At the same time a scrutiny of topic books has been undertaken to make check intended outcomes and progression. Photographic evidence of pupils work has also been gathered. The audit has shown many aspects of Geography are covered well eg work on physical Geography – volcanoes, mountains, comparative studies eg the Isle of Wight with Majorca. There are some gaps that need to be addressed eg progression and coverage of local Geography/field study work.</p>	<p>Met</p>
<p>3. To develop assessment of Geography through the use of target tracker</p>	<p>For staff to use target tracker as part of their summative assessment of children's</p>	<p>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</p>	<p>S.G. Curriculum map team</p>	<p>1. 1 day's supply to look at target tracker statements and match to curriculum map.</p>	<p>Monitoring of coverage as demonstrated by target tracker has been done. Whilst it shows some year groups are able to show coverage and achievement in many aspects</p>	<p>Partially met</p>

	learning and to inform future teaching.	<p>judgments.</p> <p>2. To involve Year group teams in sorting statements to ensure they are planning to enable teaching appropriate subject coverage.</p> <p>3. To inform management so adjustments can be made to target tracker as appropriate.</p> <p>4. For staff to use target tracker for regular assessment of Geography.</p> <p>5. To monitor school assessment of Geography to inform further actions.</p>		<p>2. Staff meeting for staff to match target tracker statements to year group.</p> <p>3. .5 day's supply to manage and notify of necessary changes to target tracker.</p> <p>4. Use of subject leader time to monitor assessment.</p>	<p>of the Geography curriculum, other year groups are limited by the targets not matching topics taught in those year group as part of our curriculum map. Management have been informed of this.</p>	
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	<p>1. To invite staff to contribute pupils work/photographs for a Geography display board.</p> <p>2. To include a 'news' clip showing news report on any relevant event linked to Geography eg volcano eruption</p>	S.G.	<p>1. Allocation of display board to Geography.</p> <p>2. Staff meeting and email to invite contributions from staff.</p> <p>3.Mounting of display.</p>	A year group Geography display linked to the River Nile has been put up. This target remains ongoing.	Partially met

History

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
<p>11. 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	There is now a History page in the Curriculum area of the website which includes an introduction. Before the end of the Summer term, it will also include a map of the whole school History provision by year group (currently being checked by Teachers) and photographs.	Met
<p>12. 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. 	<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>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>	<p>Year 4 have used historical sources as part of their Tudor learning in the Autumn term.</p> <p>Year 4 and 5 also used historical sources as part of Hands on History workshops on the Stone Age and Greeks in the Spring term.</p> <p>The central History resource boxes have been audited.</p> <p>Release time and staff meeting slots have been</p>	Partially met

		<ul style="list-style-type: none"> Build a shared folder of year group examples of historical sources used with resources, key questions and examples of pupil work as appropriate. 	SV and Academy staff		difficult to secure this year, so this target has been partially met.	
<p>13. Assessment (Target Tracker) To review and monitor that the teaching and learning of History in all year groups involves children using key History skills.</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.	<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). 	SV and a member of SMT for NQT+1 support SV and staff meeting group	½ day release time - to be carried out at the same time as item 2 above. Staff meeting time (could be shared with item 2 above). ½ day release time.	The Whole School History plan has been updated and the content has been cross-checked against the National Curriculum. Subscription to Key Stage History will support staff to agree key History skills. Release time and staff meeting slots have been difficult to secure this year, so this target has been partially met.	Partially met
<p>14. Promote subject To explore online school subscriptions to the Historical Association or Key Stage History.</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.	<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. 	SV with EF SV with EF	£34-£60 per year	Head agreed to fund annual subscription to Key Stage History. The subscription is being processed by the Finance team.	Met

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	New language page created and photos added	met
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	French taught in most but not all KS2 classes Spanish is taught in KS1 New scheme introduced in Summer 2018 to support greater consistency and progression	Partially met
3. Assessment (Target Tracker)	Languages updated on tracker termly	Look at class data on target tracker	KS2 teachers	PE release time	French updated by all but one KS2 classes New scheme should help teachers make more accurate assessments	Partially met
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	JC All classes	½ day cover VS	There is a French display in The Meadow and a Spanish Display in The Orchard. Many classrooms have MFL displays. JC and SV attended Hub meeting in March MFL staff meeting June 18 JC attended MFL	met

		MFL next time they are due to change Continue to celebrate European Day of Languages			conference June 18	
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Music and Drama

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
15. Website page	To have an interesting and exciting page for music on school website	<ul style="list-style-type: none"> • Upload pictures of chn playing instruments/singing assembly/instrument lessons/class lessons • Blurb about charanga and website link • Information about clubs/instruments 	HB	Time to edit website	Pictures uploaded onto website, along with information about Charanga, instruments and clubs. Visually stimulating to everyone looking at this page about music.	Met
16. 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	Charanga staff meeting was delivered to all teachers. Teachers more aware of how to use this website and resources – useful training. Still need time to observe teachers and to find out how they can be supported while teaching music.	Partially met
17. Assessment	Teachers to	<ul style="list-style-type: none"> • Subject leader to assess 	HB		Still to be worked on as this	Partially

	use the Musical School Assessment framework on charanga during lessons	<p>and try out musical school assessment framework on website</p> <ul style="list-style-type: none"> Put together ideas on how to use it during lessons to inform Target Tracker statements 			has not been rolled out to staff. However staff are continuing to use Target Tracker to assess music.	met
18. Promote subject 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.	<ul style="list-style-type: none"> Subject Leader to lead part of 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	1x staff meeting	Children are engaged in drama activities across the curriculum, but this target still needs to be developed.	Partially met

PE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	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	Twitter is regularly updated with information on competitions and photos. PE news items are published in the newsletter. Regular article in the Lindfield Life on sporting achievements.	MET
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	Purchased subscription to the PEhub which is being used across the school. Pupil voice questionnaire was completed and is being used to develop the provision of PE and clubs. Lesson audits did not happen due to time.	PARTIALLY MET
Assessment *To ensure	Teachers to link medium	Staff to use a consistent assessment strategy using Target Tracker.	All Staff	Target Tracker Time – premier	Staff are assessing using TT PEST Analysis has been used	MET

continuity and progression across the school.	term planning to assess the quality of 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.	SO to review	sports	to track all children who have taken part in a school competition.	
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	Sport Leaders ran a number of competitions and supported in the running of PE in KS1. KS1 attended more festivals through MSA and Oathall. All competitions were attended.	MET

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.	This has been completed and is in the process of being added to the website.	Met
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.	This is still to be completed and will be something I will be doing next academic year.	Not met
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.	Target tracker has been monitored and filled in by each year group. The jigsaw celebration assemblies have been very successful and lovely events.	Met
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 promoting anti-bullying week and an insert will be produced for	SD SD	No Finance needed. No Finance	Anti-bullying week was successful. The	Met

	<p>A jigsaw display</p> <p>Create a PSHE/RE mindfulness area in the rotunda.</p>	<p>the new letter. 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>	SD/MF	<p>needed.</p> <p>Funding needed from PTA</p>	<p>assembly took place and each child in the school created lovely personal jigsaw pieces, which were displayed in their classrooms.</p> <p>There was also an assembly for children's mental health week. All classes took part in activities based upon this. The year 3 and year 5s art work is displayed outside the hall and looks wonderful.</p> <p>Descriptions of both weeks and photos have been loaded up to the website. The PSHE section of the</p>	
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					<p>website also has a description of the PSHE that takes place in the school, lovely photos and lots of information about Jigsaw and the curriculum overview.</p> <p>There are currently tow PSHE displays. One outside the hall and one in the entrance to the sport hall building.</p> <p>The spiritual space has been created in the rotunda.</p>	
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RE

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	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	An RE webpage has been added to the website. Photos from each year group are on the page. The website is consistently updated with items and events from the school.	Met
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	Multiple displays have been put up this year including Harvest Festival display, all about me and a Hinduism 'Karma' snakes and ladders game. Book scrutiny wb 16/4/18 Evidence of work collected from all year groups.	Met
3. Assessment (Target Tracker)	To ensure Target Tracker mirrors the	-Add in curriculum statements -Ensure teachers are assessing RE	MF	To be completed by Christmas to allow for Target	Financial restrictions to add statements.	Not met

	Discovery Scheme to assess.			Tracker to be accessed by teachers.		
4. Promote subject	<p>To continue to make links with the community in 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>	<p>-Invite visitors for assembly visits. -Encourage/create displays in the hallways.</p> <p>-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</p>	<p>MF</p> <p>SD, MF</p>	PTA Funding?	<p>Local charities have visited as part of our Harvest Festival celebrations.</p> <p>Creation of the ‘Spiritual Space’ with use of ‘big questions’ and children are using this area for reflection.</p> <p>Mindfulness introduced as part of a daily routine in years 3,4 and 5.</p> <p>RE assemblies taking place frequently drawing attention to other faiths.</p>	Met

Science

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
19. 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)	<p>Science focus introduced to website including a range of photos to support the creative curriculum</p> <p>Links made with Eco school coordinator, healthy schools and Geography through review of current curriculum and book scrutiny.</p>	MET
20. 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 objectives are covered.	<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 Key Stage • Review and monitor coverage of Science and the skills for each year group. • Update portfolio of evidence • Update Science policy • Identify key learning objectives 	JA and curriculum map team	<p>1 day supply to review coverage of skills _After school meetings/staff meeting time</p> <p>Update science cupboard ££ INSET morning to share medium term plans to promote a focus</p>	<p>Audit of current Science teaching through planning scrutiny and book scrutiny. Learning walks carried out to support with this.</p> <p>Science skills reviewed and matched to ensure statutory requirements are being met.</p> <p>Resources are currently being updated.</p>	All met apart from updating the Science policy.

	Update curriculum map	<p>and provide a clear outline of skills to show progression and coverage.</p> <ul style="list-style-type: none"> To update resources to support delivery of reviewed curriculum 		<p>on Science teaching and learning Use Subject leader time to monitor assessment</p>	<p>Portfolio of evidence has started to be collated. Display in new build shows links with English and Maths and Learning Through Stories. A successful week supporting our creative curriculum. Writing across the curriculum now more evident in Science.</p>	
21. 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>	<p>Data and pupil progress have been analysed and areas of strength and development identified.</p> <p>Rising Stars being used in Year 5 to support handover for Year 6</p>	PARTIALLY MET
22. To raise the profile of Science throughout the school	<p>To organise Science days in school to promote learning and understanding in Science</p> <p>To engage children in outside</p>	<ul style="list-style-type: none"> Liaise with Mid Sussex Science Week and Ardingly STEM projects 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 	JA and Curriculum map key target team	<p>1 day supply + cost of Science conference</p> <p>Time for curriculum map key target team to meet and discuss actions needed.</p>	<p>Mid Sussex Science Fair successfully carried out with the First Prize trophy!</p> <p>Successful visit to Ardingly for STEM project with Year 6 children.</p> <p>Outdoor Area successfully carried out by Eco School</p>	MET

	<p>learning experiences</p> <p>Science displays to enhance learning /vocabulary displayed</p>	<ul style="list-style-type: none"> • 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>1 day to meet with Eco, Geography and Healthy Schools Co-ordinators</p>	<p>Coordinator.</p> <p>Year 1 and Year 3 took part in successful workshops on materials and Light to help support statutory requirements. Emphasis on hands on activities and practical participation.</p> <p>More Science displays in classrooms now evident</p>	
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Travel Plan

Targets	Success Criteria/ Outcomes	Tasks	Person(s) Responsible	Resources/ Time/Finance	Evaluation/Review	Completed Target? Met/ Partially Met
23. Website page	There will be a Travel Plan information page on the website	<ul style="list-style-type: none"> • Check if all JRSOs have permission to have pictures on the website • Create an information page to share ideas and tips JRSOs have shared during assemblies • Add an updates policy containing 'Walk to School' data. 	MH	Time to upload content to website	Session with Beverly Clayden on how to use Modeshift was very helpful and a comprehensive travel plan is now in place. A few technical glitches still need to be sorted.	Partially met
24. Policy	Create a new, updated Travel Plan policy	<ul style="list-style-type: none"> • Analyse baseline data and create graph showing how many children walk to school • Follow-up with end of year survey, analyse data and compare results • Contact 'Modeshift' representative to update policy and review school award 	MH	Time to revise and update Travel Plan policy	Session with Beverly Clayden on how to use Modeshift was very helpful and a comprehensive travel plan is now in place. A few technical glitches still need to be sorted.	Partially met
25. Promote subject	Monthly JRSO assembly 'pop-ins' Display	<ul style="list-style-type: none"> • JRSO will do monthly 10 minute pop-in sessions in either Monday or Friday assemblies to share road safety advice and promote walking to school children to walk to school. • Content covered in assembly will be written up by JRSOs and 	MH JRSO's	Possible badges or hi-vis bibs for JRSO's	The JRSO's have been more dedicated this year and the profile of sustainable school travel has been raised. Children have done pop-in's in assemblies and added information to newsletters and the JRSO display.	Met

		<p>emailed to Mr Still to be included in newsletter</p> <ul style="list-style-type: none"> • Content covered will be updated on the website 			<p>Highlights were the poems written by the JRSO's about the lollipop man and remembering to stay safe on the road when buying ice-creams from the ice-cream van.</p>	
26. Community links	<p>Liaise with parents regarding road safety</p>	<ul style="list-style-type: none"> • Arrange a meeting with concerned parents to discuss lack of 'lollipop person' • Contact council in regards to above issue 	MH		<p>Meeting attended with some positive outcomes and ideas to solve travel problems but this is still ongoing.</p>	Partially Met