

## LINDFIELD PRIMARY ACADEMY

### ACADEMY IMPROVEMENT PLAN

#### 2018-19 KEY TARGET ACTION PLANS

##### NOVEMBER 2018 V1



The Academy Improvement Plan Key Targets 2018-19 has been written in response to the latest Trust Peer Review foci, ASP data dashboard and FFT data. The AIP will have an interim review on 29<sup>th</sup> April 2019 and will be reviewed finally in Autumn Term 1 2019

### KEY TARGETS FOR THIS YEAR

FOCUS	RATIONALE
<p><b><u>Key Target 1</u></b>  <b>Maintain a high standard of quality first teaching throughout the academy</b>  <b>-Consistency of EYFS and KS1 teaching</b>  <b>-To further encourage teacher self-reflection through the use of Iris and coaching.</b></p>	<p>Indication of the importance of this area for development from Ofsted feedback.            New teachers in all year groups.            1 NQT and 1 maternity, both in key year groups.            FFT data indicates lower performing middle attainers in writing.</p>
<p><b><u>Key Target 2</u></b>  <b>To maintain the significant improvement in results in English and mathematics.</b>  <b>-To share good practice between English and mathematics throughout the academy.</b>  <b>-To continue to develop a high quality learning environment for both English and mathematics.</b></p>	<p>Leaders have identified key elements in the 2017/18 year group action plans that led to improved outcomes, these now need to be disseminated so that best practice can be moved forward.            Encourage the mathematics and English leads to work together more closely to strengthen the links between the subjects and support the year groups in working together cohesively. To enable the leads to monitor the slight gender imbalance in attainment and progress across the academy.</p>
<p><b><u>Key Target 3</u></b>  <b>To further develop SEN provision to ensure the best progress for pupils.</b>  <b>-To develop a matrix for assessing individual SEN pupil's readiness to learn and pre-learning skills.</b></p>	<p>The data shows that 11 pupils in KS1 who did not reach national average, and therefore requires monitoring.            A new SENCO in post.            An academy wide interest in ensuring that SEND pupils are in the best position to learn.</p>
<p><b><u>Key Target 4</u></b>  <b>To maintain and develop our engaging, broad and balanced curriculum.</b>  <b>-Focus subjects for 2018/19 will be</b>  <b>- The Arts?</b></p>	<p>Despite praise for the curriculum in Ofsted feedback, leadership want to continue to develop the curriculum.            Specific subjects will be in focus this year.            Audits will be undertaken in            -curriculum map            -assessment</p>

-Humanities?	<ul style="list-style-type: none"> <li>-resources</li> <li>-pupil voice and work</li> <li>-Tracker subject knowledge</li> <li>-subject leader skills</li> </ul>
--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------

**Key Target 1- Maintain a high standard of quality first teaching throughout the academy**

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
Maintain a high standard of quality first teaching throughout the academy	To further encourage teacher self-reflection through the use of Iris and coaching.	Appraisal Target	Appraisal Target reviewed for each staff member in March and October 2019	All Teachers MS/VS	March October	Iris reflection Modification of teaching Appraisal meeting and review	
		All staff film themselves once per term and using as a tool to improve real practice in their classrooms	-regular opportunities and reminders and focus for filming.	All Teachers	6 terms	Contribution and attendance of IRIS Twilight sessions.	
		-Staff using 'forms' function to better	-time allocated to recap functions	All Teachers			

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
		<p>analyse their reflections and 'edit' function to create shorter clips of reflections</p> <p>-All staff to feel 'confident' with use of IRIS in developing practice by end of 2018/19</p> <p>-All staff to feel IRIS has impact on willingness to discuss, share and develop practice by end of 2018/19 Share clips in coaching groups to identify strengths and areas for development</p>	<p>-opportunities to regularly use equipment and discuss issues (training new staff)</p> <p>Complete reflection after coaching conversation</p>	<p>All Staff</p> <p>All Staff</p>	<p>July 19</p> <p>July 19</p> <p>July 19</p>	<p>Collect reflection sheets each half term as evidence of coaching conversations after filming</p> <p>Staff Survey</p> <p>Staff Survey</p> <p>Lesson obs</p>	
	<b>Twilight Focus for the academic Year supporting Quality First Teaching (AIP Targets and Lesson obs)</b>	-Coaching groups to watch section of their reflection together and discuss	-Run Film Club Twilight meetings each half term with specific focus from AIP/Lesson obs	RS/MH	Ongoing	-Repeat IRIS staff survey  -Staff	Data from survey  -staff meeting

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
		<p>-Key practitioners to share short clips with staff with same/similar focus as 'good practice'</p> <p>-Staff to be collaborative in developing their practice e.g. sharing of good ideas across year groups/key stages</p> <p>-More staff to feel IRIS at least highly effective in terms of developing practice</p>	<p>-Staff given theory and research to refresh ideas about focus</p> <p>-Time between meetings to film with specific focus as a result of conversations and discussions as a staff</p> <p>-Time built in to ensure staff have chance to feedback and discuss impact of changes made/strategies tried</p> <p>- sharing strategies/good practice including blog posts or print outs, post-it notes etc</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>RS/Vs/MH</p>	<p>Summer 2019</p> <p>Ongoing</p> <p>Summer 2019/ October 19</p>	<p>contributing in meetings</p> <p>-reflection sheets</p> <p>-reflection sheets</p> <p>Appraisal targets and Lesson obs</p> <p>Staff board regularly updated</p>	<p>minutes</p>

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
<b>Consistency of teaching in EYFS and KS1 (OFSTED FEEDBACK)</b>		All members of staff including those new to year group working together effectively, sharing good practice and all children in KS1 making good progress.	Observe lessons planned together (peer observations)	Year 1 Year 2 EYFS	December 18 April 19 February 19	Discussion regarding practice	
			Observe other Y1 /EY teachers in other Trust schools.(NQT)	NQT/Year 1	February 19	Feedback regarding visit	
			Staff meeting time as a key stage to: *share good practice *Share resources *RWinc – good practice(learning environment) *Classroom environments *Outside learning environment	EYFS/KS1/VS	July 2019	Increased consistency across classes	
			Discovery Time-Staff meeting to share good	SO to lead EYFS contribute	March 2019	Effective sharing of good	
		Good practice shared across Key Stage- consistent					

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
		<p>approach</p> <p>Motor skills /letter formation improvement for all groups</p> <p>Reflection will lead to improved consistency across classrooms</p> <p>Effective transition from EYFS to Year 1</p>	<p>practice and discuss what is working well across KS 1</p> <p>Year 1/EYFS -Motor skills and letter formation intervention (run across year group)</p> <p>Learning Walk Focus – KS1/EYFS How are we Learning Walls effectively across the year group and across the Key Stage?</p> <p>KS1- book look</p> <p>Transition Project – EYFS to year 1. Review our current model and review our action plan</p>	<p>ideas</p> <p>RA/LD</p> <p>VS</p> <p>Moderation Staff Meeting</p> <p>JC-RA</p>	<p>December 2019</p> <p>Termly</p> <p>Termly</p> <p>Summer 2019</p>	<p>practice in purposeful discovery time.</p> <p>Children’s motor skills will develop across EYFS/Year 1</p> <p>Consistency of environments in next Learning Walk.</p> <p>Consistency in books across KS1 in Maths and Writing book scrutiny.</p> <p>Effective transition from EYFS to Year 1.</p>	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
	<b>4. Lower performing Middle Attainers in Writing</b>	Middle attainers to make good progress in writing from KS1-KS2	Termly Data Analysis evaluating attainment and progress across year groups (Provision -See English Key Target)	VS/LD	ongoing	Summer 2019	
	<p><b>ASSESSMENT STRAND</b></p> <p>-All teachers using TT to assess the children in all subject areas.</p> <p>-We assess and update TT 6 times each year in Reading, Writing, Maths and Science. 3 times per year in other subjects.</p> <p>-Teachers use Target Tracker to inform who is on track to meet end of year expectations</p> <p>Teachers use Target Tracker data to inform progress and to write end of year report</p> <p>Teachers use Target Tracker</p>	<p>-Teachers using TT to assist in teaching. Teachers confidently using data from Target Tracker to inform gaps and areas to address in planning</p> <p>-Staff given Opportunities for moderation of work using Target Tracker</p> <p>-Teachers use Target Tracker data to inform the writing of Interim Report</p> <p>Review effectiveness</p>	<p>-Staff meeting enabling teachers to identify gaps in learning from current cohort and identify gaps in teaching from last year's cohort</p> <p>-English/Maths moderation in staff meetings.</p> <p>Staff meeting time allocated. Model demonstrated for staff with clear content guidance</p>	<p>VS/ALL</p> <p>VS</p> <p>LD/JS</p> <p>VS</p>	<p>October 18</p> <p>Termly</p> <p>Term 4</p>	<p>Gaps in learning addressed</p> <p>Consistent approach</p> <p>Feedback from parents</p>	



Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
	to assess and inform pupil progress data/ILP targets/PP targets and next steps.	<p>of Pupil Progress meetings and Intervention timetable</p> <p>Streamline the Pupil Progress Action plan format.</p> <p>Effective pupil progress meetings where intervention impact is measured effectively</p> <p>Good practice in Staff meetings to identify ways in which we continue to use TT</p>	<p>Ensure groups of learners make good progress.</p> <p>Meet with PP, Senco and Most Able Coordinator to ensure a SMART approach to target setting.</p> <p>Intervention reviewed by SENco/Class teachers. Interventions reviewed for impact</p>	<p>Ongoing</p> <p>SLT</p> <p>NG/VS/RC/JR</p>	<p>Termly</p> <p>November 18</p> <p>Termly</p>	<p>Effective provision for groups and effective feedback from teachers.</p>	
	<b>PUPIL PREMIUM STRAND Quality First Teaching Measures to ensure good progress</b>	<b>Pupil Premium Children make good progress</b>	<p>PP First- marking</p> <p>PP first- pupil progress discussion</p> <p>TA Target - supporting the meeting of targets for pupil premium children</p>	All Teachers/Teaching Assistants/SLT	<p>Ongoing /monitored</p> <p>December 2018</p>	PP children meeting targets and making good progress.	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
			Regular review of PP targets matched to provision PP intervention timetable shared and regularly reviewed	Pupil Premium Coordinator	Termly  Termly		

## Key Target 2- To maintain the significant improvement in results in English and Mathematics.

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
To maintain the significant improvement in results in English and Mathematics	To share good practice and strengthen the links between English and Maths, and support year groups in working together cohesively.	Combined Target: EXS      GD KS1: 78%    13% KS2: 82%    17%	*Run joint English/Maths staff meetings- possible 'Market Place Approach' to enable year groups to share ideas, books and learning journeys.	JS/LD	Throughout the year	End of year results	
			*Shared targets/ideas between English and Maths teams.	JS/LD	Throughout the year	End of year results	
			*Shared management time between coordinators	JS/LD	Throughout the year	End of year results	
			*Ensure half termly 'book looks' follow similar formats (including feedback).	JS/LD/ JG/VS/ LM/MH	Throughout the year	End of year results	
			*Parent Workshops across English and Maths.	JS/LD/ Team	Spring Term	End of year results Parent feedback	
			*Review and update the Developmental marking and homework policies in-line with recent developments and ensure consistencies across year groups and subjects.	LD/JS VS/JG/ MH/BC/ NG/MF/ LM	Autumn Term	End of year results	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
			*Targets visible in books for both subjects	LD/JS	Autumn Term	End of year results Book scrutinies	
	<b>To continue to develop a high quality learning environment for both English and Mathematics.</b>	For the environment to reflect and celebrate the high quality learning in both English and Maths.	*Learning Walks to have a specific focus (i.e. maths, writing, celebration walls learning walls)	LD/JS	Throughout the year	End of year results	
*Celebration of children's work to showcase English and Maths work.			LD/JS MH/BC/ NG/MF/ LM	Throughout the year	End of year results Learning walks		
*Learning through Stories display to celebrate cross-curricular links.			All Staff	Once a term	End of year results Book scrutiny Learning walks		
*Review use of Learning Walls and share good practice across year groups and subjects.			LD/JS	Throughout the year	End of year results Learning walks		
	<b>To maintain above national standards in reading, writing and maths.</b>	<b>Key stage one</b>  Reading 89% <b>29%</b> Writing 86% <b>18%</b> Maths 87% <b>26%</b>	*Booster Groups for years 2-6 to target particular areas of concern identified in PP meetings	JS/LD & Y2, 5, 6 teachers	Spring Term	End of year results	
			*Run parent workshops to strengthen learning and communication at home	LD/JS Team	Spring Term	End of year results Parent feedback	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
		<b>Key stage two</b> Reading 88% 40% Writing 87% 25% Maths 87% 35%	*Use of Target Tracker to record evidence against statements and for moderation purposes	All teachers	Throughout the year	End of year results TT audit	
			*Use half termly planning scrutinies to ensure learning objectives and steps to success are specific and linked to TT	SMT	Throughout the year	End of year results	
			*Use half termly 'book looks' to ensure coverage of skills.	JS/LD/ JG/VS/ LM/MH	Throughout the year	End of year results	
			*To use target tracker effectively to identify gaps in coverage and children's understanding- gap analysis	JS/LD All staff	Throughout the year	End of year results	
			*Exemplification materials and frameworks to be used effectively by SATS year groups (children and teachers) and TAs	Year2/6	Throughout the year	End of year results	
			*Use of Iris to improve reflective practice	All teachers	Throughout the year	End of year results IRIS twilight sessions	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG	
			*Discuss and confirm use of choices in planning- challenging, super challenging etc. Produce an example timetable to support year groups in covering spelling and fluency in addition to 5x Maths and English sessions per week.	JS/LD/VS	Spring Term	End of year results Planning scrutiny		
	To celebrate and enrich the achievement of pupil premium children in English and Mathematics.	PP children will be celebrated through work on display and assemblies.  Opportunities will enrich and improve their learning.	*Run an enrichment afternoon to include English and Maths activities (key coordinator leads to devise a plan of activities).	RC - Staff	Summer Term	End of year results		
			*Focused target setting and questioning	Teachers	Throughout the year	End of year results Planning and book scrutiny		
			*Ensure opportunity is given to enter competitions and celebrate achievements in and outside of school	Coordinators	Throughout the year	End of year results Pupil voice		
			*Focused support provided for SATS/Phonics	Year1/2/6 teachers – RC/CL	* SMT to meet with PP coordinator termly and conduct book scrutinies with specific focus.	Throughout the year	End of year results	
	<b>To monitor the slight gender imbalance in attainment and</b>	Decrease the gap in achieving expected standard at the end of KS1	*Focused TA support *Use of TT to track key children *Use booster groups effectively	All teachers	Throughout the year	End of year results		

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
	<p>progress across the academy in reading, writing and mathematics with a particular emphasis on:</p> <p><b>Reading:</b> Year 1- Boys: 89% Girls: 96% Year 2- Boys: 91% Girls: 84% Year 5- Boys: 78% Girls: 89%</p> <p><b>Writing:</b> Year 4- Boys: 75% Girls: 88%</p> <p><b>Mathematics:</b> Year 2- Boys: 93% Girls: 82%</p>	and KS2.					
	<p><b>English specific</b> To embed the improved current cross curricular planning format incorporating no nonsense spelling sessions, punctuation and grammar across all year groups.</p>	To strengthen correct use of learning objectives and steps to success in reading and writing.	<ul style="list-style-type: none"> <li>*Embed new planning format</li> <li>*Adapt and introduce new planning format into Early Years</li> <li>* Update writing purposes and key texts overview in each year group</li> <li>* Half termly staff meeting to review and share L.O and S.T.S across year groups</li> <li>* Use half termly planning scrutinies to ensure learning objectives and steps to success are specific and</li> </ul>	LD/MH/ NG/BC		<p>Lesson observations</p> <p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Lesson observations</p> <p>Spelling 'pop ins'</p>	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
			<p>linked to TT</p> <ul style="list-style-type: none"> <li>* Use half termly 'book looks' to ensure coverage of writing purposes, skills and use of key texts.</li> <li>* Provide staff with CPD with a focus on planning from Peter Campbell (beginning with years 4 and 5). Each year group to receive ½ a day planning time with Peter</li> <li>* Produce an example timetable to support year groups in covering spelling and fluency in addition to 5x Maths and English sessions per week.</li> <li>* Staff meeting time to provide guidance on guided reading- literature circles- visual literacy</li> <li>* Ensure spelling sessions (and use of journals) are taking place regularly</li> </ul>				
	<b>English specific</b> <b>To monitor differences between reading and writing attainment with a particular emphasis on middle achievers.</b>		<ul style="list-style-type: none"> <li>* Use TT to identify children in key year groups who are making below expected progress.</li> <li>* Track these children carefully through book scrutiny and class based formative assessments</li> <li>* Ensure children receive targeted support in lessons</li> <li>* Ensure children have opportunity to enter competitions</li> <li>* Ensure differentiation for targeted children in planning</li> </ul>	LD/MH/ NG/BC		End of year results TT audit Book/planning scrutiny Moderation	



Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
			<ul style="list-style-type: none"> <li>* Use of Suffolk analysis to identify significant discrepancies between reading and writing</li> <li>*Regular moderation and standardisation of children’s work</li> <li>*SALT locality competitions</li> <li>*SALT network to compile examples of children’s work at each stage</li> </ul>				
	<p><b>Maths specific</b> To continue to promote the profile of maths and to maintain standards across the school.</p>	See end of KS2 maths targets	Lesson drop-ins -2-3 mornings out in Spring or Summer Term to monitor teaching of mathematics	JS/Vs/MS		End of year results	
Times Table Rockstars to be implemented and monitored as a ‘paper’ exercise twice a week in Year 3 & 4 (once in Year 2)			JS/Year 2/3/4 teachers				
Staff Meeting on Linear and Non-linear problem solving			JS/LM				
CPD courses for teachers and TAs			JS				
Monitor the White Rose Assessments every term and look at effectiveness of fluency and problem solving			JS/LM				

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
			Look at groups of children on TT to evaluate effectiveness of interventions and	JS/VS			

### Key Target 3- To further develop SEN provision to ensure the best progress for pupils.

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
To further develop SEN	1.Lack of clear picture or/ data of what impact interventions have (Only verbal feedback in PP meetings so far).	An impact evaluation of how engaged children are in class following intervention More children evaluated as highly engaged with positive self-image	Create pre/post assessment for attitude to learning to be used for all interventions.  TA's to be able to take responsibility over the pre-post assessments in their interventions	JR  TA's CT's	Pre – Autumn term  Post – Summer Term	Comparisons made between pre and post assessments Create some headlines Draw conclusions and interrogate the data to improve provision for following year	
	2.Intervention can be a stand-alone event with little impact in class without Class teacher oversight	CT to see evidence of children being more engaged and ready to learn following an intervention	CT to populate children in their class against the Engagement Matix CT to be involved in discussions about children pre/post assessments and see evidence of impact	CT JR	Termly	Measure changes between spring and summer PP meetings	
	3. ILP meeting system is no longer fit for purpose due to number of children on SEND register	New ILP target review evenings for parents and CT PP children's parents attend at same time	Staff meeting to write their targets with SENCO oversight Practice of writing 'smart' targets Consult parents at SEND coffee morning of the changes	CT  JR	Summer Term	Survey to parents and teachers to gain their evaluation of new system	
		SEND children who	Analyse how many children	CT	Termly	? How will this be	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
	ASSESSMENT STRAND – Inconsistent use of target tracker to assess children on SEND register who are working below ARE	are working below ARE will be assessed against the appropriate earlier year groups KPI Progress can be accurately reported	are below ARE across the school Discussions about agreed systems of showing progress on KPI's– Staff meeting time (?if all KPIs are met then they can move on) CT to trial use of KPI for below ARE children on target tracker			shown in our data steps progress when it is within CT will record below ARE children still within steps but with more informed/realistic information	
	PUPIL PREMIUM STRAND – need to clarify overlap between children who are PP and SEND	Clear picture of PP and SEND provision Interventions for PP children are being evaluated and records stored centrally.	Add PP children to Provision map Use Pre/post assessment and Engagement Matrix Review how Pupil Premium children provision is communicated with parents. Half termly meetings between PP Co-ordinator and SENCO . Update PP information sheet.	JR/RC	Half termly meetings	Measure changes between Spring term and Summer term at Pupil Progress meetings	

## Key Target 4- To maintain and develop our engaging, broad and balanced curriculum.

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
To maintain and develop our engaging, broad and balanced curriculum	1.To promote cross curricular links with Art as a focus	-Planning shows an updated progression of skills and a wider range of media.	-Audit art skills taught and progression of skills through the curriculum Review curriculum maps Update according to skills progression	Nicki KT team	JA's Good practice slot (Nov)  By Spring	Updated curriculum map for Art  Updated medium term plans	
		-For Artwork to be a product of a process.	-Identify key areas for staff CPD training opportunities	Nicki KT team	Spring Term (good practice sessions)	Staff and TA meetings  Pupil's learning journals  Displays around school	
		-Strong cross-curricular links to	-Use of Access Arts subscription to deliver short CPD sessions on art processes  -Learning through stories to have a piece of art as	VS/RS  JA/RS/NC	End of Summer Term  Spring Term	Planning and book scrutiny  Learning Walks  Displays around school Photos	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
		include art  -Strong links with local Arts communities and outside agencies.  Links with the IT curriculum	stimulus alongside a text  -Create community links with arts organisations (Oathall, Ditchling, Wakehurst)  Create links with IT curriculum and highlight this in the Learning Journey.	JA/VS/RS  JA/RA	Summer Term  Summer Term	Pupil's books  Website Photos and displays of experiences  Medium Term Plans. Learning walks	
	2. To promote cross-curricular links through music and performance.	-Reviewed and updated curriculum map using topic based songs and progression of skills mapped across year groups.  Strong cross curricular links with Music -A variety of musicians studied to reflect equality and diversity.	Introduce new scheme on charanga and change topic headings.  Dedicated staff meeting time to share good practice.  Learning through Stories week using a piece of music as a stimulus.	HM/JA  All staff  HM/JA and All staff	Spring Term  Summer Term	Updated medium term plans  Photos of experiences and performances  Displays and photos	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
		Children's work celebrated through performance	Provide opportunities for "performance" through assemblies.	HM, JA and all staff	Summer Term	Website Include photos of music/drama being taught around the school.	
	3. To celebrate equality and diversity across our curriculum	<p>-Each topic will feature a diverse range of significant individuals</p> <p>-School curriculum reflects celebration of equality and diversity</p> <p>-Artists studied reflect wider range of cultures</p> <p>Key texts used to promote diversity and</p>	<p>- Identify relevant individuals on Learning Journeys to celebrate</p> <p>- Display in central place featuring key individuals we were inspired by</p> <p>-Role model week to include classroom work on our heroes</p> <p>- Review Art curriculum map for opportunities to study art from other cultures</p> <p>Staff time to read and explore key texts to help</p>	<p>All teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>For Spring Term</p> <p>February half term</p> <p>Summer Term</p>	<p>Medium term plans will feature significant individual for each topic</p> <p>'Celebrating difference' display</p> <p>Updated art curriculum maps</p> <p>Curriculum map</p>	

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
		equality	select individuals -			updated to reflect key texts	
	4. Assessment For Target tracker to be used consistently for assessment in the foundation subjects	Using Target Tracker to assess all the foundation subjects  Statements reviewed in all foundation subjects	Audit statements In TT and ensure the subjects match our curriculum map/ Staff meeting time to discuss gaps in teaching against target tracker statements. Link the charanga scheme to the target tracker statements teachers are assessing.	All subject leaders presenting to all staff	Summer Term	All staff assessing consistently in all subjects and data presented in year group progress meetings. Able pupils identified and progress of PP children.	
	5. Pupil premium  To celebrate and enrich the achievements of PP children through a broad and balanced curriculum.	To celebrate PP children's work through display, assemblies and series of rewards. To give PP children opportunities that will enrich their learning.	To ensure opportunities are given to PP children to enter competitions and to celebrate achievements in and out of school. Encourage PP involvement in a variety of subjects.  Promote Pupil Premium parents to engage in school	RC/JA  RC  RC	Spring Term	Photos of experiences  Children's books	



Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there? Measurable in year milestone KPIs/outcomes	Who?	By when?	How will it be measured	Impact/RAG
			trips/visits when they offer to help  SMT to meet with PP Co-coordinator to conduct book scrutinies.	JA/RC and SMT team	Spring Term	Areas of strength and development identified and fed back to staff.	