

LINDFIELD PRIMARY ACADEMY

ACADEMY IMPROVEMENT PLAN

2018-19 KEY TARGET ACTION PLANS

JANUARY 2019 V2



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 29th April 2019 and will be reviewed finally in Autumn Term 1 2019

KEY TARGETS FOR THIS YEAR

FOCUS	RATIONALE
<p><u>Key Target 1</u> Maintain a high standard of quality first teaching throughout the academy -Consistency of EYFS and KS1 teaching -To further encourage teacher self-reflection through the use of Iris and coaching.</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><u>Key Target 2</u> To maintain the significant improvement in results in English and mathematics. -To share good practice between English and mathematics throughout the academy. -To continue to develop a high quality learning environment for both English and mathematics.</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><u>Key Target 3</u> To further develop SEN provision to ensure the best progress for pupils. -To develop a matrix for assessing individual SEN pupil's readiness to learn and pre-learning skills.</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><u>Key Target 4</u> To maintain and develop our engaging, broad and balanced curriculum. -Focus subjects for 2018/19 will be - The Arts</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>

- resources
- pupil voice and work
- Tracker subject knowledge
- subject leader skills

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 teachers have target Identify an example of self-reflection during the IRIS coaching sessions that you have noted, acted upon and seen its impact in class. Ongoing
		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 analyse their reflections and 'edit' function to create	-time allocated to recap functions	All Teachers	July 19	Collect reflection sheets each half	

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		<p>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>term as evidence of coaching conversations after filming</p> <p>Staff Survey</p> <p>Staff Survey</p> <p>Lesson obs</p>	<p>Ongoing</p> <p>ongoing</p>
	Twilight Focus for the academic Year supporting Quality First Teaching (AIP Targets and Lesson obs)	<p>-Coaching groups to watch section of their reflection together and discuss</p> <p>-Key practitioners to share short clips</p>	<p>-Run Film Club Twilight meetings each half term with specific focus from AIP/Lesson obs</p> <p>-Staff given theory and research to refresh</p>	<p>RS/MH</p> <p>All staff</p>	<p>Ongoing</p> <p>Summer 2019</p>	<p>-Repeat IRIS staff survey</p> <p>-Staff contributing in meetings</p>	<p>Data from survey</p> <p>Twilight 1 teacher shared clip with the group Twilight 2 clips</p>

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		<p>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>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>RS/VS/MH</p>	<p>Ongoing</p> <p>Summer 2019/ October 19</p>	<p>-reflection sheets</p> <p>-reflection sheets</p> <p>Appraisal targets and Lesson obs</p> <p>Staff board regularly updated</p>	<p>to be shared with coaching trio</p> <p>Ongoing through Twilights Staff meetings for Maths and English have given opportunities for good practice to be shared across year groups and phases</p> <p>Response from previous lesson observations have fed into the next focus for Twilight 2 differentiation</p>

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	Consistency of teaching in EYFS and KS1 (OFSTED FEEDBACK)	All members of staff including those new to year group working together effectively, sharing good practice and all children in KS1 making good progress.	<p>Observe lessons planned together (peer observations)</p> <p>Observe other Y1 /EY teachers in other Trust schools.(NQT)</p> <p>Staff meeting time as a key stage to: *share good practice *Share resources *RWinc – good practice(learning environment) *Classroom environments *Outside learning environment</p>	<p>Year 1 Year 2 EYFS</p> <p>NQT/Year 1</p> <p>EYFS/KS1/VS</p>	<p>December 18 April 19 February 19</p> <p>February 19</p> <p>July 2019</p>	<p>Discussion regarding practice</p> <p>Feedback regarding visit</p> <p>Increased consistency across classes</p>	<p>EY observed practice at Holmbush. Day out of class provided for the team to reflect on practice and improve planning opportunities for Spring Term. Year 1 to visit this term.</p> <p>Classroom environments shared during learning walk and good practice</p>

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		<p>Good practice shared across Key Stage- consistent 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</p>	<p>Discovery Time-Staff meeting to share good 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</p>	<p>SO to lead EYFS contribute ideas</p> <p>RA/LD</p> <p>VS</p> <p>Moderation Staff Meeting</p>	<p>March 2019</p> <p>December 2019</p> <p>Termly</p> <p>Termly</p> <p>Summer 2019</p>	<p>Effective sharing of good 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</p>	<p>shared across the year groups.</p> <p>Staff Meeting (22nd January) KS1 Focus EYFS – Using outside environments effectively Year 1 – developing Motor skills an intervention/physical phonics Year 2 – Independent evidence/SATS</p> <p>Shared Moderation across EYFS and Year 1 has had an impact on practice. Spring Staff Meeting-look at EYFS curriculum and demands</p> <p>Evidence gathered and meeting planned</p>

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		from EYFS to Year 1	review our action plan	JC-RA		EYFS to Year 1.	to write a clear policy for transition between EYFS and Year 1
	4. Lower performing Middle Attainers in Writing	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	Autumn 2 data analysis

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	ASSESSMENT STRAND -All teachers using TT to assess the children in all subject areas. -We assess and update TT 6 times each year in Reading, Writing, Maths and Science. 3 times per year in other subjects.	-Teachers using TT to assist in teaching. Teachers confidently using data from Target Tracker to inform gaps and areas to address in planning	-Staff meeting enabling teachers to identify gaps in learning from current cohort and identify gaps in teaching from last year's cohort	VS/ALL	October 18	Gaps in learning addressed	Gap Analysis meeting enabled teachers to identify areas to address and Spellings continue to be an area of focus for our academy.
	-Teachers use Target Tracker to inform who is on track to meet end of year expectations	-Staff given Opportunities for moderation of work using Target Tracker	-English/Maths moderation in staff meetings.	LD/JS	Termly	Consistent approach	Staff meeting
	Teachers use Target Tracker data to inform progress and to write end of year report	-Teachers use Target Tracker data to inform the writing of Interim Report	Staff meeting time allocated. Model demonstrated for staff with clear content guidance	VS	Term 4	Feedback from parents	
	Teachers use Target Tracker to assess and inform pupil progress data/ILP targets/PP targets and next steps.	Review effectiveness of Pupil Progress meetings and Intervention timetable	Ensure groups of learners make good progress.	Ongoing	Termly	Effective provision for groups and effective	
		Streamline the	Meet with PP, Senco and Most Able	SLT	November 18		Effective Pupil Progress meeting

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		<p>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>Coordinator to ensure a SMART approach to target setting.</p> <p>Intervention reviewed by SENco/Class teachers. Interventions reviewed for impact</p>	NG/VS/RC/JR	Termly	feedback from teachers.	further improving support for children.
	PUPIL PREMIUM STRAND Quality First Teaching Measures to ensure good progress	Pupil Premium Children make good progress	<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> <p>Regular review of PP</p>	All Teachers/Teaching Assistants/SLT	<p>Ongoing /monitored</p> <p>December 2018</p> <p>Termly</p>	PP children meeting targets and making good progress.	

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			<p>targets matched to provision</p> <p>PP intervention timetable shared and regularly reviewed</p>	Pupil Premium Coordinator	Termly		

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

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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	4 x joint staff meetings in Autumn Term (13/11/18, 20/11/18, 27/11/18, 4/12/18). 1 x staff meeting planned for spring with more planned for summer
			*Shared targets/ideas between English and Maths teams.	JS/LD	Throughout the year	End of year results	In progress
			*Shared management time between coordinators	JS/LD	Throughout the year	End of year results	In progress (5/11/18,14/1/19) More to follow
			*Ensure half termly 'book looks' follow similar formats (including feedback).	JS/LD/ JG/VS/ LM/MH	Throughout the year	End of year results	Similar formats have taken place with Spring's book looks set to be joint book looks (8/10/18,11/12/18) (28/1/19 – maths with Triad group)
			*Parent Workshops across English and Maths.	JS/LD/ Team	Spring Term	End of year results Parent feedback	Maths scheduled for February. Reading 'Pop ins'

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							scheduled in Early Years for Spring Term
			*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	Complete – new policy handed out 4/12/18
			*Targets visible in books for both subjects	LD/JS	Autumn Term	End of year results Book scrutinies	Complete
	To continue to develop a high quality learning environment for both English and Mathematics.	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	Autumn Term – 13/11/18 Spring Term – TBC Summer Term - TBC
*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	This was discussed at the Autumn LW and will be evidenced at the Spring LW.	
*Learning through Stories display to celebrate cross-curricular links.			All Staff	Once a term	End of year results Book scrutiny Learning walks	Complete for Autumn Term Next LTS week is 11/3/19	
*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	Was a focus of the LW on 13/11/18	

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	To maintain above national standards in reading, writing and maths.	Key stage one Reading 89% 29% Writing 86% 18% Maths 87% 26% Key stage two Reading 88% 40% Writing 87% 25% Maths 87% 35%	*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	Year 5: Grammar focus & maths focus Year 6: Writing focus & maths (review) focus Year 2: Writing focus & maths focus
			*Run parent workshops to strengthen learning and communication at home	LD/JS Team	Spring Term	End of year results Parent feedback	Maths scheduled for February. Regular reading 'Pop ins' discussed in EYFS Reading meeting for EYFS scheduled for Spring term
			*Use of Target Tracker to record evidence against statements and for moderation purposes	EYs/Year 2	Throughout the year	End of year results TT audit	Ongoing
			*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	Similar formats have taken place with Spring's book looks set to be joint book looks

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							(8/10/18,11/12/18) (28/1/19 – maths with Triad group)
			*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	TT used to support development and moderation in maths/English. Gap analysis to happen in Summer Term
			*Exemplification materials and frameworks to be used effectively by SATS year groups (children and teachers) and TAs	Year 2/6	Throughout the year	End of year results	On-going throughout the year. Evidence in books.
			*Use of Iris to improve reflective practice	All teachers	Throughout the year	End of year results IRIS twilight sessions	On-going throughout the year. (17/9/18, 12/11/18 20/1/19 so far)
			*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 be completed

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	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).	NG - Staff	Summer Term	End of year results	To happen in Spring Term
			*Focused target setting and questioning	Teachers	Throughout the year	End of year results Planning and book scrutiny	On going
			*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	On going
			*Focused support provided for SATS/Phonics	Year1/2/6 teachers – RC/CL	Throughout the year	End of year results	Children targeted through Booster Groups & interventions. Phonics through RWI interventions
			* SMT to meet with PP coordinator termly and conduct book scrutinies with specific focus.			Autumn Term meeting Meeting arranged for Spring Term	
To monitor the slight gender imbalance in attainment and progress across the academy in reading, writing and mathematics	Decrease the gap in achieving expected standard at the end of KS1 and KS2.	*Focused TA support *Use of TT to track key children *Use booster groups effectively	All teachers	Throughout the year	End of year results	On-going Addressed in pupil progress meetings. Data shows high imbalances across the year groups which we are addressing with the	

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	<p>with a particular emphasis on:</p> <p>Reading: Year 1- Boys: 89% Girls: 96% Year 2- Boys: 91% Girls: 84% Year 5- Boys: 78% Girls: 89%</p> <p>Writing: Year 4- Boys: 75% Girls: 88%</p> <p>Mathematics: Year 2- Boys: 93% Girls: 82%</p>						teachers and year but there is no dominant trend across the school. Relevant year groups talked to about focusing their interventions appropriately.
	<p>English specific 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.	<p>*Embed new planning format in KS1 and KS2</p> <p>*Adapt and introduce new planning format into Early Years</p> <p>* Update writing purposes and key texts overview in each year group 27/11/18</p> <p>* Half termly staff meeting to review and share L.O and S.T.S across year groups 4/12/18</p> <p>* Use half termly planning scrutinies to ensure learning objectives and steps to success are specific and</p>	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>	<p>New planning formats in use across the school</p> <p>Writing purposes and key texts updated 27/11/18</p> <p>Meetings ongoing</p> <p>Planning scrutiny to take place this term</p>

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			<p>linked to TT</p> <ul style="list-style-type: none"> * Use half termly 'book looks' to ensure coverage of writing purposes, skills and use of key texts. * 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 * Produce an example timetable to support year groups in covering spelling and fluency in addition to 5x Maths and English sessions per week. * Staff meeting time to provide guidance on guided reading- literature circles- visual literacy * Ensure spelling sessions (and use of journals) are taking place regularly 				<p>Book looks have shown good coverage (8/10/18,11/12/18)</p> <p>CPD has taken place in years 4 and 5- Autumn term</p> <p>Book looks have shown increased, regular spelling sessions and use of journals.</p>
	English specific To monitor differences between reading and writing attainment with a particular emphasis on middle achievers.	To ensure continued high attainment in reading and writing across the school.	<ul style="list-style-type: none"> * Use TT to identify children in key year groups who are making below expected progress. * Track these children carefully through book scrutiny and class based formative assessments * Ensure children receive targeted support in lessons * Ensure children have opportunity to enter competitions 	LD/MH/ NG/BC		End of year results TT audit Book/planning scrutiny Moderation	<p>Ongoing</p> <p>Teachers and year groups made aware of 'At Risk' children</p> <p>2 writing competitions launched so far this</p>

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			<ul style="list-style-type: none"> * Ensure differentiation for targeted children in planning * Use of Suffolk analysis to identify significant discrepancies between reading and writing *Regular moderation and standardisation of children’s work *SALT locality competitions *SALT network to compile examples of children’s work at each stage 				<p>academic year</p> <p>Competition launched 14/1/19 SALT meeting moderation 15/1/19</p>
	Maths specific To continue to promote the profile of maths and to maintain standards across the school.	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	Summer Term
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		All set up and in progress		
Staff Meeting on Linear and Non-linear problem solving			JS/LM		Slight switch in agenda but 3 x staff meetings re Maths have occurred		
CPD courses for teachers and TAs			JS		Rachel Anscombe/Charlotte Griffiths on 2 day maths course. Sophie Gorrindge on		

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							NQT maths course. James and Liz have joined Sussex Hub Triad. No TAs courses so far.
			Monitor the White Rose Assessments every term and look at effectiveness of fluency and problem solving	JS/LM			Still to be completed this term
			Look at groups of children on TT to evaluate effectiveness of interventions and	JS/VS			Still to be completed this term

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

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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	Sept and July	Comparisons made between pre and post Create some headlines Draw conclusions and interrogate the data to improve provision for following year	Initial stage of pre-intervention assessment completed and conversations between CT and TA taken place. Rather than waiting till end of year for impact picture now plan to complete a mid-point at Feb half term.
	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 – for Aut 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	Autumn 2 Pupil Progress meetings included all CT completing engagement matrix for SEN and PP children. Initial analysis shows high correlation between those children at earliest stages of engagement (participating only) and those working below age related expectation. Started initial drawing inference about possible

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							reasons and possible solutions – more CT time with these children? Pupil conferencing used to unpick barriers and develop more positive image of them as learners?
	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 – date set for term 4 Practice of writing targets Consult parents at SEND coffee morning of the changes – sent letter out to all SEND parents – await feedback and attendance to first SENCO SURGERY	CT JR	Summer Term	Survey to parents and teachers to gain their evaluation of new system	All parents and carers informed of the proposed changes with no negative feedback to idea so far. Dates and structure of meetings decided and new Senco Surgery and SEND parent coffee morning in diary and shared with parents. Await feedback from survey once new structure trialled in term 4.
	ASSESSMENT STRAND – Inconsistent use of target tracker to assess children on SEND register who are working below ARE	SEND children who are working below ARE will be assessed against the appropriate earlier year groups KPI Progress can be	Analyse how many children are below ARE across the school - pp meetings and termly data capture Discussions about agreed systems of showing	CT	Termly	? How will this be shown in our data steps progress when it is within CT will record below ARE children still within steps but with more	Pupil Progress meetings engaged all CT in assessing their children against ARE and conversations focused on only using previous ARE for significant SEN

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		accurately reported	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			informed/realistic information	needs - 24 ch year 1-6 below ARE on SEN register in Aut 2 data. Inconsistent picture of KPI use so far to show progress for this group – staff meeting time needed to discuss further with CT.
	PUPIL PREMIUM STRAND – need to clarify overlap between children who are PP and SEND	Clear picture PP and SEND provision Interventions for PP children are being evaluated	Add PP children to Provision map Use Pre/post assessment and Engagement Matix Review how Pupil Premium children provision is communicated with parents consistently	JR/RC	Half termly meetings	Measure changes between spring and summer Pupil P meetings	Pp Children on Engagement matrix Joined up systems for showing provision not yet explored as currently perform different functions for coordinators.

Key target 4-To maintain and develop our engaging, broad and balanced curriculum

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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	Audit of art skills completed in good practice at staff meeting. Ongoing- Art Co-ordinator to have 1 day supply to update
		-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	Time arranged to meet as an Art Working party. Staff meeting planned in February to show staff about Access Arts.
			-Use of Access Arts subscription to deliver short CPD sessions on art processes	VS/RS	End of Summer Term	Planning and book scrutiny Learning Walks	

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		<p>-Strong cross-curricular links to include art</p> <p>-Strong links with local Arts communities and outside agencies.</p> <p>Links with the IT curriculum</p>	<p>-Learning through stories to have a piece of art as stimulus alongside a text</p> <p>-Create community links with arts organisations (Oathall, Ditchling, Wakehurst)</p> <p>Create links with IT curriculum and highlight this in the Learning Journey.</p>	<p>JA/RS/NC</p> <p>JA/VS/RS</p> <p>JA/RA</p>	<p>Spring Term</p> <p>Summer Term</p> <p>Summer Term</p>	<p>Displays around school Photos Pupil's books</p> <p>Website Photos and displays of experiences</p> <p>Medium Term Plans. Learning walks</p>	<p>Ongoing</p> <p>Initial discussions with Oathall teacher about ART sessions.</p>
	2. To promote cross-curricular links through music and performance.	<p>-Reviewed and updated curriculum map using topic based songs and progression of skills mapped across year groups.</p> <p>Strong cross curricular links with Music -A variety of musicians studied to reflect equality and diversity.</p>	<p>Introduce new scheme on charanga and change topic headings.</p> <p>Dedicated staff meeting time to share good practice.</p> <p>Learning through Stories week using a piece of music as a stimulus.</p>	<p>HM/JA</p> <p>All staff</p> <p>HM/JA and All staff</p>	<p>Spring Term</p> <p>Summer Term</p>	<p>Updated medium term plans</p> <p>Photos of experiences and performances</p> <p>Displays and photos</p>	<p>Initial discussion with Music Co-ordinator to highlight need to update Charanga on medium term plan.</p>

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		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.	Ongoing
	3. To celebrate equality and diversity across our curriculum	-School curriculum reflects celebration of equality and diversity. <i>Key texts used to promote diversity and equality</i> -Artists studied reflect wider range of cultures	- Display in central place featuring <i>key texts used to promote equality and diversity.</i> <i>Children's Mental Health week will be designated to promote equality. Each year group will cover a different topic through basing work on a particular book.</i> - Review Art curriculum map for opportunities to study art from other cultures	All teachers <i>All teachers</i> All teachers	February half term <i>4th February – 11th February</i>	'Celebrating difference' display <i>in central place.</i> <i>Celebrating differences display in all classrooms demonstrating work completed that week.</i> -Curriculum map updated to reflect key texts	Equality week allocated in the school calendar-week beginning 28 th January. PSHE CO-ordinator has had 1-day supply to sort key texts and promote Equality throughout the school. A display to be arranged to reflect the work in Equality Week

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	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.	Subject coordinators have started to look at TT statements. Ongoing work. Ongoing
	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	Ongoing Discussion of PP children during progress meetings.

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			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.	