



# Newcroft Primary Academy



## Subject Plans 2018-19

<b>Received by LGB</b>	
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### Other areas not included in this plan

<b>Carole Atkinson (TLR)</b>	<b>Pupil premium/Inclusion</b> ( <i>This is to be found in the Core Strategic Plan</i> ),	<b>Sarah Newton-Shilliam</b>	
Rosie Cran	School Council, Humanities, RE, Earwig	(no subject plans in SIP)	
Kirsten Gillespie	EAL	(no subject plans in SIP)	
Stuart Young	Outdoor Learning	(no subject plans in SIP)	
Hannah Lacey	Art & DT	(no subject plans in SIP)	

### Key Priorities for 2018/19

Priority 1	Priority 2	Priority 3
<b>Pupil Outcomes</b> - Improving outcomes at the end of Reception, KS1 and KS2 (especially greater depth in KS2)	<b>Teaching and Learning</b> (and Behaviour and Safety) - Improving the quality of Teaching and Learning	<b>Leadership &amp; Management</b> - Improving the quality (and, thus, the impact) of Leadership and Management

<b>Subject/Area: Computing</b>	<b>Key Personnel:- Lorraine Lloyd</b>
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<b>Quality of teaching and learning; outcomes for children</b>	
<b>Activities and improvements during the year 2017/18</b>	<ul style="list-style-type: none"> <li>Staff are now using the iCompute planning and are more confident delivering this. Confirmed by Survey Monkey questionnaire and staff meeting 25/4/ 2018.</li> <li>Whole school participated in Safer Internet Day Feb 2018.</li> <li>Staff are beginning to use OneDrive to store and share documents rather than memory sticks. Further training/development needed to develop and enhance use.</li> <li>Staff are offered one to one support as required and through staff meetings.</li> <li>Support has been given to Thornton Primary which has led to them being accredited the e-safety award.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>Good</li> </ul>

<b>Judgement:</b>		
Outstanding	<b>Good</b>	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Continue to improve the teaching of Computing by using iCompute. Teachers to teach at least 2 units from iCompute rather than support staff to ensure teachers are not deskilled in this area. Support to be offered as required.
2. Employ an ICT Technician to provide technical support to staff to ensure equipment is in good working order prior to lessons. Technician to support teachers during lessons to enhance teaching.
3. To develop use of a cloud storage system to ensure staff are confident using it and so children can access this to access and store files.

<b>Computing - Improvement plan for the year 2018-19</b>						
<b>What do we want to improve? (area for development)</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will success look like/anticipated impact?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported (e.g. governor)?</b>	<b>Relevant links to School priority 1,2 or 3</b>
Resource Reliability	Employ an ICT Technician	Ongoing	Equipment will be ready for use and lessons will begin on time. To resolve minor technical issues (software and hardware) to support the teachers being able to deliver lessons. Survey/questionnaire to monitor impact of resource reliability and the impact upon teaching of Computing.	£7,000	Lorraine/Anthony/Lizzie/Sarah	3
Teachers Subject Knowledge	Teachers to teach at least 2 units of work per year	June 2019	Increased confidence of teachers. Majority of pupils to achieve age related expectations (with some exceeding) at the end of the year. 80% of teachers to be confident using the iCompute planning, knowing how to access the planning and relevant resources. Teachers to be confident following the planning and using the differentiation strategies on there accordingly to suit the cohort. Staff confidence to be monitored through surveys and feedback to co-ordinator.	None	Lorraine/Lizzie and Sarah Newton-Shilliam	3

## Computing - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated impact?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
Use of cloud storage and start putting children onto it	Train/Support staff. Anthony and Lorraine to liaise with Microsoft to get the settings correct to allow children to use One Drive, or source another suitable cloud. Teachers to set work on the cloud and children to access to complete.	Year 6 by end of Autumn Term 2018 Then roll out to rest of school	<p>Staff sharing files on the cloud. Increased staff confidence (monitored via feedback at staff meetings and surveys). Volume of work placed in the cloud will indicate usage. Staff to not use the s-drive to store documents, but place documents and year group planning in folders on OneDrive and share with relevant colleagues. This will enable staff to access these documents when away from school. Measurable by Anthony/Lorraine monitoring the storage on s-drive by ensuring the storage does not increase. Lorraine to check that files are being stored on OneDrive. Children accessing documents from the teachers and being able to access from any location so they can finish and improve work out of school. Children to complete a survey and 75% to be confident to access/save/share files.</p> <p style="text-align: center;">Links to impacts on the core subjects:</p> <p>End of KS1 and KS2 (at least)</p> <p>a. At least 3% above national averages in Reading, Writing and Maths (including GDS)</p> <p>b. Progress scores all above -1.5 in KS2 and writing above zero</p> <p>c. Combined Reading, Writing and Maths is at least 74%</p>	Primo IT extra hours possibly	Lorraine/Lizzie/Anthony/Sarah Newton-Shilliam	2
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>Continue with e-safety each term and involve parents. Support from O2 to host coffee/information mornings.</li> <li>Monitoring pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in The Hour of Code (December).</li> <li>Keeping up to date with new initiatives and developing subject knowledge and passing onto relevant staff.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Safer Internet Day 2019. Lorraine to run another parent meeting with O2 on e-safety.</li> <li>Lorraine to support staff and provide materials/staff meetings as required.</li> </ul>			

<b>Subject/Area: English</b>	<b>Key Personnel:- Charlotte Kruger</b>
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**Quality of teaching and learning; outcomes for children**

<b>Activities and improvements during the year 2017/18</b>	<p><b>Improve the percentage of children at ARE+ in reading in all year groups but particularly at the end of each Key Stage by ensuring that children are reading for pleasure more and developing their comprehension skills.</b></p> <ul style="list-style-type: none"> <li>All books in school have now been banded as per the national publisher's scheme to make it easier for children to access them at the right level and for staff to assess pupils accurately.</li> <li>Staff have received 'running record' training to enable them to accurately assess pupils' book band levels.</li> <li>Reciprocal reading is now embedded in all classes. Children are independent in using the skills and teachers are skilled in teaching reciprocal reading. (meetings/ sharing resources/ best practice and recording of pupil responses.)</li> <li>Quality first teaching observed in all English lesson observations- most teachers securing a good + and many outstanding.</li> <li>Enjoyment for reading initiatives- Extreme Reading, Book Swap, whole class 'Enjoyment for Reading' boxes, Spring Reading Challenge, KS1 Reading Shed, Illustrator visit during Book Week, focus on displays of reading materials.</li> <li>Tackling apathy towards reading for key PPG children- KS2 'Book Clubbing' group aimed at PPG, looked after, poor attainers and SEN pupils from key classes in KS2 (particularly from Y5)</li> <li>Profile of reading for enjoyment raised amongst parents; book swap activity.</li> <li>Profile of reading and enjoyment raised amongst staff. Staff shared quality resources and 'swapped' at English meetings throughout the year.</li> <li>Reading support for parent's trialled in Year 2. Parent's surveyed and asked for support when asking comprehension questions for ARE pupils.</li> </ul> <p><b>Increase the percentage of pupils writing at ARE in both key stages and that a greater percentage are exceeding (Greater depth) at end of KS1 and KS2:</b></p> <ul style="list-style-type: none"> <li>Training and sharing of resources- e.g. book week 'wordless' books. This has challenged teachers to do something different was inspiring for our pupils. (displays around schools, extended writing/ weeks using the resources.)</li> <li>Whole and cross school writing theme- to inspire quality writing and ensure that judgements were moderated.</li> <li>Illustrator visit to inspire writing in years 2 and 5 during World Book Week.</li> <li>Y2 GDS intervention sessions for reading and writing in preparation for SATS and TA.</li> <li>Y6 booster sessions for GDS readers in preparation for SATS testing.</li> <li>Marmalade focus throughout academic year. Termly tracking provide for each class/ year group and intervention group set up to tackle poor attainment. A system has been developed for monitoring ARE throughout school.</li> <li>Handwriting and pen licence focus across the whole school- especially on joining in Y2 and Y6.</li> <li>Y2 and Y2 internal whole school moderation in English for TA writing grades.</li> </ul>
<b>Overall evaluation of impact on subject</b>	<ul style="list-style-type: none"> <li>Improved consistency of how reading resources are used among staff and pupils.</li> <li>Quality, regular and rigorous assessment of pupils' book banding levels as a result of Running Record training.</li> <li>Embedded Reciprocal Reading in all cohorts means that more children can analyse and explore the cognitive demands of reading comprehension independently. This will in time help prepare our children for SATS testing in Y6.</li> <li>Children at Newcroft view reading as a pleasurable activity as a result of the reading for enjoyment initiatives run throughout the year. We are a 'Reading for Enjoyment' school.</li> <li>Our children have access to better quality peer chosen books in classrooms as a result of the 'Reading for Enjoyment' boxes.</li> <li>Improved QFT in lessons, meaning more skilled practitioners in classrooms.</li> <li>Improved standards and presentation in books across the whole school and more children have pen licenses.</li> <li>The number of children reading a range of reading materials at home increased during the whole school reading incentive- in particular reception, year 1 and year 3.</li> <li>Teachers have an improved awareness of picture books/ how they can support quality reading and writing opportunities.</li> <li>The profile of 'Reading for Enjoyment' has increased across the whole school; pupils, parents and staff through reading activities throughout the year.</li> <li>Improved tracking of ARE for Marmalade.</li> </ul>

<b>Judgement:</b>		
Outstanding	<b>Good</b>	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Guided Reading in English groups in all classrooms as part of English day to day teaching.
2. Spelling assessment and teaching of the skills as a whole school.
3. Embed the use of running records as a means of assessing word recognition throughout the school.

<b>English - Improvement plan for the year 2018-19</b>						
<b>What do we want to improve? (area for development)</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will success look like/anticipated impact?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported (e.g. governor)?</b>	<b>Relevant links to School priority 1,2 or 3</b>
Guided Reading in English groups/ whole class reading teaching.	<p>Training and discussion in staff meetings about how to embed the teaching of the core cognitive demands of reading.</p> <p>Teachers to adapt English lessons to meet the needs of teaching reading skills as well and writing skills.</p>	<p>Staff meetings Autumn term. Book scrutiny throughout year- more reading work seen in books.</p> <p>English lesson observations- observe more teaching of reading skills.</p>	<p>Increase in the number of pupils achieving ARE in each year group (with a focus on Y2 and Y6) More pupils will be working at ARE levels or above when running records assessed.</p> <p>Increase in the number of pupils achieving GDS in Y2 and Y6 Reading assessments.</p> <p>The gap between SEN/ PPG pupils and non will narrow.</p> <p>Learning walks will show more effective support by adults, not just supporting RR practice, but pushing pupil progress in terms of targeted, objective based questioning.</p>	£500 resources	English Coordinator. Governors Sophie Smith & Graham Darch	1 and 2
Use <b>Comprehension to Improve outcomes in Reading</b> (particularly for boys and PPG pupils)	<p>Provide CPD on teaching <b>comprehension strategies</b>.</p> <p>Include Reading Buddies role in Job Centre</p> <p>Train regular volunteers in questioning skills – provide questioning prompts and focused progress recording.</p> <p>PPG pupils and boys who do not read at home to be a priority.</p>	<p>Autumn term</p> <p>July 2019</p>	<p>Parents become more familiar and develop questioning</p> <p>CPD will provide a greater variety of activities that can be used in comprehension lessons and also across other areas of the curriculum to improve comprehension skills.</p> <p>Focus on boys reading (both the buddy and the child reading) Pupils who rarely read at home will get regular opportunities with either a reading Buddy of adult volunteer (recorded in Home/School diaries)</p> <p>Volunteer questioning/recording is objective focused.</p> <p>80% of pupils to reach EXS in each year group by the end of the year. <i>End of KS1 and KS2 (at least)</i> a. National averages in Reading (including GDS) b. Progress score in Reading above - 1.5 in KS2</p>	<p>Comprehension resources</p> <p>£1000</p>	<p>SA/JS (PPG impact)/HH (SEN impact)</p> <p>TB</p>	Priority 1

## English - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to <b>whom</b> will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
More children will be able to spell the words from their age range National Curriculum word lists.	<p>Change the way in which we currently teach and test spellings as a whole school.</p> <p>Spelling teaching will be taught by the class teacher following the rules/ age related word lists.</p>	<p>All children to receive a new spelling book at the beginning of the autumn term that will go home to show which spellings they know/ need to work on.</p> <p>Staff training autumn term.</p> <p>English lesson observations and book scrutiny- throughout year.</p>	<p>More children will be able to spell the words on their age related lists.</p> <p>Learning of spellings will be more personalised and age appropriate.</p> <p>Many children will still be challenged by working on the next year group's lists.</p> <p>At least 70% of KS1 children At least 80% of KS2 children can spell at least 90% of the words</p>	<p>£200 Cost of spelling exercise books for all pupils.</p>	<p>English coordinator Governors Sophie Smith &amp; Graham Darch</p>	1
Children are more accurately placed on a book band appropriate to them to present challenge. Teachers are focussed on moving them through book bands and increasing their word recognition and comprehension.	<p>Embed the use of running records in all classrooms to assess children's reading bands.</p> <p>SEN/ PPG/ priority readers to be assessed initially and as staff increase in confidence by the summer term, all children should be reassessed termly.</p> <p>Refresher of Running Record training.</p>	<p>Autumn term.</p> <p>Summer term</p> <p>Autumn Term.</p>	<p>More children will achieve ARE or GDS by being challenged to read appropriate materials.</p> <p>Teachers and support staff will be more skilled in assessing pupils' reading abilities.</p>	<p>£1000 resources</p>	<p>English Coordinator Governors Sophie Smith &amp; Graham Darch</p>	2
The teaching of phonics in small groups, led by LSAs	<p>Training and discussion in an INSET session to improve support staff knowledge of phonics and how they teach this.</p> <p>Ongoing opportunities to be made for LSAs to observe experienced class teachers in the delivery of phonics.</p>	<p>Autumn Term 2018. June 2019</p> <p>Ongoing throughout the year- as required.</p>	<p>At least 90% of pupils pass the phonics screen in Y1</p> <p>More pupils will leave year 1 having completed all phases of 'phonics' and be ready to learn 'phase 6' directly linked to GPS in the year 2 programme of study.</p> <p>Support staff will be more skilled in teaching phonics.</p>	<p>Resources £500</p>	<p>Phonics leader. Reported to Executive Head and English Governor.</p> <p>Governors Sophie Smith &amp; Graham Darch</p>	3
The systematic and consistent teaching of phonics by all staff across EYFS and KS1.	<p>Regular, focussed monitoring of all teachers and LSAs teaching phonics through learning walks and observations.</p> <p>All staff to be given feedback with areas to improve their teaching of phonics.</p>	<p>Termly</p>	<p>At least 90% of pupils pass the phonics screen in Y1</p> <p>More pupils will leave year 1 having completed all phases of 'phonics' and be ready to learn 'phase 6' directly linked to GPS in the year 2 programme of study.</p>	<p>n/a</p>	<p>Phonics leader. Reported to Executive Head and English Governor.</p> <p>Governors Sophie Smith &amp; Graham Darch</p>	3

## English - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to <b>whom</b> will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
<p><b>Subject specific tasks for the year</b></p>	<ul style="list-style-type: none"> <li>• Reciprocal reading refresher- INSET Aug 2018. (CK and SA)</li> <li>• Running Record refresher training to be delivered to all staff in the Autumn term.</li> <li>• Ensure all classes have Running Record Materials- establish a bank on the Teachers' shared folder so all can access.</li> <li>• Research and implement timetabled comprehension teaching across KS2</li> <li>• Subject leader to carry out learning walks to look at reciprocal reading.</li> <li>• Subject leader to observe staff in each year group testing a pupil on running records as a means of monitoring and support.</li> <li>• Monitor with the support of SLT, whole class reading sessions through observations and learning walks.</li> <li>• Ensure reading and the skills of reading are being taught in every classroom through learning walks and book scrutinies.</li> <li>• Support the Library LSA in organising Library events throughout the year.</li> <li>• Run reading events throughout the year to engage children and parents in reading at home.</li> <li>• Design an engaging and creative World Book Day or Book Week.</li> <li>• Organise termly Book Fairs in school and market these to parents.</li> <li>• Analyse Marmalade data termly and give feedback to teachers- give support on intervention groups to each class teacher.</li> <li>• Subject leader to plan for transition into new spelling format- support class teachers in printing copies of the A3 sheets and how they will plan this into their weekly timetables.</li> <li>• Monitor, with the support of SLT, how the new spelling system is being established in each classroom.</li> <li>• As required, run whole school and inter school moderation of writing.</li> <li>• Track the progress children make in receiving a pen license and promote this with teachers and children.</li> <li>• Track whole school progress using SOT on a termly basis in reading and writing.</li> <li>• Report to governors as required.</li> <li>• Keep up to date with new initiatives and develop personal subject knowledge in order to be secure with the subject.</li> <li>• Attend SLT English Meetings on a termly basis for CPD and sharing of information.</li> <li>• Phonics training to upskill LSAs who have not taught small groups before and as a refresher for other staff- INSET 2018.</li> <li>• Monitor the teaching of phonics with the support of SLT, through learning walks and observations.</li> <li>• Half termly phonics tracking of all children in EYFS and KS1 to monitor progress.</li> <li>• Arrange intervention groups alongside teachers ready for phonics screen or for those children who show during assessments that they need weekly phonics booster sessions.</li> </ul>					



**Quality of teaching and learning; outcomes for children**

<p><b>Activities and improvements during the year 2017/18</b></p>	<p><b>To improve high quality, targeted intervention groups for reading across the school</b></p> <ul style="list-style-type: none"> <li>o Support staff were made aware of and were enabled to deliver intervention programmes that are already available (October 2017)</li> <li>o 'Read and Question' course to focus on reading comprehension and inference skills – skilled to deliver a successful targeted intervention 'read and question' in Years 2, 3/4, 5 and 6 (Took place in October 2017)</li> <li>o Procedures for monitoring regularity of interventions are in place i.e. 'passport to learning' books are kept up to date – half-termly scrutiny</li> <li>o Diagnostic Reading Analysis and SWRT used to monitor progress in single word reading and reading comprehension (termly)</li> </ul> <p><b>To improve the range of support available for children with a specific literacy difficulty</b></p> <ul style="list-style-type: none"> <li>o Support staff are aware of and able to deliver intervention programmes that are already available (October 2017)</li> <li>o 'Read and Question' course to focus on reading comprehension and inference skills – skilled to deliver a successful targeted intervention 'read and question' in Years 2, 3/4, 5 and 6 (October 2017)</li> <li>o Ensure procedures for monitoring regularity of interventions are in place i.e. 'passport to learning' books are kept up to date – half-termly scrutiny</li> <li>o Diagnostic Reading Analysis and SWRT used to monitor progress in single word reading and reading comprehension (termly)</li> <li>o Termly observations of intervention groups</li> <li>o Lexia intervention programme implemented across the school (for all SEN children and those identified as at risk in literacy)</li> </ul> <p><b>To improve the resources for children with literacy difficulties used in interventions and during classroom activities/lessons</b></p> <ul style="list-style-type: none"> <li>o Audit of existing literacy support tools (e.g. Stilo pencils, writing slopes, over lays, talking tins, timers) and disseminate to teachers to ensure they are fully aware of what is available to them (by end Sept 2017)</li> <li>o Investigate any further resources that may be available to support children with literacy difficulties and order as necessary (visual stress kit ordered, WellComm assessment)</li> <li>o Teachers/HLTAs ensure they use support resources in all reading/writing activities.</li> </ul>																				
<p>Overall evaluation of impact on subject</p>	<p>o track data (summer 1) shows that SEN children across the school are making good progress overall across the school. (expected or above percentages as follows). Reading in the current Y4 and 5 cohorts (next year's Y5 and 6 SEN group) needs to be accelerated. Progress in writing in Years 2 and 5 (next year's Y3 and 6) needs to be accelerated. Progress in Y5 in maths needs to be improved in Y6.</p> <table border="1" data-bbox="562 868 1357 1050"> <thead> <tr> <th>2017-18</th> <th>Reading %</th> <th>Writing %</th> <th>Maths %</th> </tr> </thead> <tbody> <tr> <td>2 (8)</td> <td>75</td> <td>62.5</td> <td>100</td> </tr> <tr> <td>3 (8)</td> <td>85.7</td> <td>71.4</td> <td>71.4</td> </tr> <tr> <td>4 (11)</td> <td>54.5</td> <td>81.8</td> <td>81.8</td> </tr> <tr> <td>5 (5)</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table>	2017-18	Reading %	Writing %	Maths %	2 (8)	75	62.5	100	3 (8)	85.7	71.4	71.4	4 (11)	54.5	81.8	81.8	5 (5)	60	60	60
2017-18	Reading %	Writing %	Maths %																		
2 (8)	75	62.5	100																		
3 (8)	85.7	71.4	71.4																		
4 (11)	54.5	81.8	81.8																		
5 (5)	60	60	60																		

<b>Judgement:</b>		
Outstanding	<b>Good</b>	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Equip the temporary SENCO with the skills and resources to be able to fulfil the role short term (up to one academic year)
2. To improve targeted intervention groups for reading in Yrs 5 and 6, writing in Y3 and 6 and Maths in Y6
3. To embed passport to learning books for use during targeted intervention – providing evidence of small step progress – with all staff

## Special Educational Needs - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
1. Equip the temporary SENCO with the skills and resources to be able to fulfil the role short term (up to one academic year)	Effective SEND handover to EH May 2018. EH to attend Symphony SEND meetings and SENCOnet meetings Liaise with HH at Thornton if necessary	Over the course of the year	SEND records kept up to date Effective transition for SEN children into new classes. One page profiles and other key info passed onto new teachers Effective liaison with professionals involved with SEND children Evidence for top-up funding applications kept up-to-date for reapplication in May 2019	NA	E Hallam To be reported to S Hattersley(SEND Governor)	3
2. To improve targeted intervention groups for reading in Yrs 5 and 6, writing in Y3 and 6 and Maths in Y6	<i>Lexia training for all new teachers and support staff (focus on staff in Y3,5,6)</i> <i>Lexia used regularly with SEND children from yrs3-6</i> <i>Source other training for support staff as/if required</i> <i>EH to organise intervention timetables with teachers for key focus groups e.g Reading in Y5, Writing in Y3 and R/W/M Y6</i> <i>All 11 SEND children in Year 5 have a daily priority 1:1 read. Running records done at least half termly to track percentage accuracy when reading and provide appropriate challenge</i>	Sept 2018 Then ongoing  Aug 2018	<i>Targets for expected + for Reading in Y5 (63.63%) Writing in Y3 (75%) and for R/W/M in Y6 80%</i> <i>SWRT scores in Y5 and 6 tracked carefully and standardised scores rising for 16 key children in year 5 and 6</i> <i>Children move through at least 2 book bands over the year.</i>  <i>End of KS1 and KS2 (at least)</i> <i>3a. 3% above national averages in Reading, Writing and Maths (including GDS)</i> <i>3b. Progress scores all above -1.5 in KS2 and writing above zero</i> <i>3c. Combined Reading, Writing and Maths is at least 74%</i> <i>GDS in writing at the end of KS1 and KS2 is at least 25%</i>	Free as part of subscription	E Hallam To be reported to S Hattersley(SEND Governor)	1 and 2

## Special Educational Needs - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
3. To embed passport to learning books for use during targeted intervention with all staff	Ensure new staff know how to use passport to learning books to record intervention work. Book scrutiny for SEND by SENCO (including Passport to learning books (termly) Individual provision maps completed termly for each child and sent to SENCO	Ongoing	Book scrutinies show that pupils are making good progress and that small steps progress are evident and being tracked. Ensure next steps are appropriate based on ongoing assessment data.	£30,000 support staffing	E Hallam To be reported to S Hattersley (SEND Governor)	1 and 2
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Plan for transition and information sharing into Reception and with the Y6 move to High School</li> <li>• Carry out a range of SEND assessments at regular intervals to identify areas of need</li> <li>• Keep assessment materials up to date and attend assessment training</li> <li>• Track progress of children with an identified need using SEN assessments and Symphony on track</li> <li>• Keep up to date with new initiatives and develop personal subject knowledge in order to be secure with the subject</li> <li>• Keep parents informed about support available and changes in SEND policy</li> <li>• Write the school's SEND information report – send to LA and publish on school's website</li> <li>• Continue support staff training in relevant, evidence-based intervention programmes</li> <li>• Carry out annual reviews and transition reviews</li> <li>• Apply for support plans/top up funding and EHCPs</li> <li>• Make referrals to outside agencies and source support/advice as needed</li> <li>• Review and replenish SEN resources in line with budget allocations and need</li> <li>• Network and collaborate through the Symphony Multi-Academy Trust</li> <li>• Attend SENCOnet meetings to keep up to date with local SEND developments</li> <li>• Attend meetings and organise provision with Ed Psych, SALT, school nurse, OT, AOS as needed</li> <li>• Write and update school case studies of children, including the provision and successful outcomes</li> <li>• Continually update and review the school's SEND register in line with the new SEND code of practise</li> <li>• Efficient and effective record keeping and dissemination of information to relevant staff</li> <li>• Provision mapping</li> <li>• Update and publish school's SEND policy, following consultation with parents</li> <li>• See SENCO job description</li> </ul>					

**Quality of teaching and learning; outcomes for children**

<p><b>Activities and improvements during the year 2017/18</b></p>	<ul style="list-style-type: none"> <li>Reasoning skills have been focussed on and reasoning has become more embedded throughout the school.</li> <li>Maths moderation focussing on the Fractions, Decimals and Percentages area of Maths has been held. This also had a reasoning focus on this area of Maths.</li> <li>The Calculation Policy has been updated.</li> <li>Parent workshops have been held to support parents in understanding the Calculation approaches used at Newcroft.</li> <li>SJLC trackers have been analysed termly to monitor progress.</li> <li>SJLC interventions have been set up following each analysis and these have helped to boost progress.</li> <li>Mental arithmetic resources are used to practise these skills regularly across the school, either through a weekly arithmetic test or as starters to individual lessons.</li> <li>World Maths day organised to celebrate Maths across the school.</li> </ul>
<p>Overall evaluation of impact on subject</p>	<ul style="list-style-type: none"> <li>I think that these actions have had a positive impact on supporting teachers in the consistency of Maths teaching across the school.</li> <li>Parents have been supported in understanding our approaches to calculations so that they can better support their children.</li> <li>Children's progress and attainment has been monitored and interventions organised to support their progress. All year groups have made expected progress up to Summer 1, except Year 4 who aren't far behind expected progress. All year groups are at the expected for attainment, except year 1 who are slightly behind.</li> </ul>

Summer Mid Term					
Mathematics					
	No. of Pupils	Progress		Attainment	
		Progress since Previous Summer	Minimum Progress	APS Summer Mid Term	Target Expected
Year 1	49	-	4.00	9.80	10.00
Year 2	54	5.71	5.00	16.46	16.00
Year 3	43	6.08	5.00	22.88	22.00
Year 4	48	4.82	5.00	28.35	28.00
Year 5	34	5.15	5.00	34.89	34.00
Year 6	34	5.36	5.00	40.97	40.00
KS1	103	5.71	4.50	13.29	13.13
KS2	159	5.36	5.00	30.80	30.52
Whole School	262	5.45	4.83	23.92	23.58
% above 4:		46.12%			

<b>Judgement:</b>		
<b>Outstanding</b>	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. To develop fluency across the school (in preparation for the times tables check).
2. To develop a more engaging Maths curriculum.
3. To develop and monitor the impact of Maths pre-teach interventions, particularly in Y6, in preparation for SATs.

## Mathematics - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
To develop fluency across the school (in preparation for the times tables check).	<p>An increased focus on Strawberry Jam, Lemon Curd and Chocolate Spread through it being timetabled in more rigidly.</p> <p>Continued analysis of trackers and pupils identified for intervention sessions to support them with their fluency skills.</p> <p>Times table songs to become more embedded throughout the school.</p> <p>An improved focus upon mental arithmetic skills throughout the school (e.g. as lesson starters or through holding mental arithmetic sessions weekly).</p>	<p>A workshop will be held during the August teacher days. The timetables sessions should run from Autumn 1.</p> <p style="text-align: center;">Each term.</p> <p>Discussed on the teacher days and to be used from Autumn 1.</p> <p>To be set up from Autumn 1.</p>	<p>Continued good progress being made in each year group when the Strawberry Jam, Lemon Curd and Chocolate Spread trackers are analysed. Children to outperform the average sheets for each year group from the 2017-18 tracking data.</p> <p>Children are well prepared and the outcomes from the times table check are good as a result of this. Improved progress and attainment in each year group.</p> <p>At least 80% of children to achieve EXS in Year 2 and 85% in Y6 SATs (at least 28% GDS)</p> <p>Data shows that children participating in Maths intervention have made accelerated progress as a result.</p>	N/A	Louise Ogle and Sarah Hanna (Governor).	1 and 2
To develop a more engaging Maths curriculum.	<p>Develop more Maths opportunities for children to engage in (e.g. whole school World Maths Day and visits linked to Maths, such as Meggitt).</p> <p>Improve the Maths resources we have (e.g. Maths stories to use as engaging starting points for Maths lessons, updated curriculum resources)</p> <p>Develop opportunities for More-able children (e.g. Meggitt visit and Maths visits to Iveshead).</p>	<p>World Maths Day to be held in the Spring term with a whole school focus. Contact Meggitt to arrange a visit during the Autumn term.</p> <p>Maths curriculum resources to be reviewed throughout the year.</p> <p>Links with Iveshead to be established in the Autumn term and Maths opportunities arranged for Summer 2019.</p>	<p>Children taking part in Maths activities throughout the year, resulting in a more engaging curriculum and children having increased enjoyment for the subject.</p> <p>Improved progress and attainment in each year group.</p> <p>At least 80% of children to achieve EXS in Year 2 and 85% in Y6 SATs (at least 28% GDS)</p> <p>Data shows that children participating in Maths intervention have made accelerated progress as a result.</p>	£1000 Cost of resources.	Louise Ogle and Sarah Hanna (Governor).	3

<b>Mathematics - Improvement plan for the year 2018-19</b>						
<b>What</b> do we want to improve? (area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	<b>Cost</b> (if applicable)	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported (e.g. governor)?	<b>Relevant links to School priority 1,2 or 3</b>
To develop and monitor the impact of Maths pre-teach interventions, particularly in Y6, in preparation for SATs. To monitor the impact of this and roll it out across the school if applicable.	Identify children in need of pre-teach intervention to support their progress, attainment and confidence in Maths.  Monitor the impact of this on children throughout the school year.	Pre-teach interventions set up during the Autumn term and monitored throughout the academic year.	Improved progress and attainment in each year group. At least 80% of children to achieve EXS in Year 2 and 85% in Y6 SATs (at least 28% GDS) Data shows that children participating in Maths intervention have made accelerated progress as a result.	N/A	Louise Ogle and Sarah Hanna (Governor).	1, 2 and 3
<b>Subject specific tasks for the year</b>	<b>MATHS</b> <ul style="list-style-type: none"> <li>Update the Maths Medium Term Plans in line with the updated Symphony On Track.</li> <li>Take in the Strawberry Jam, Lemon Curd and Chocolate Spread trackers termly and analyse the data.</li> <li>Set up Strawberry Jam, Lemon Curd and Chocolate Spread interventions each term, liaising with teachers about their class</li> <li>Ensure that new staff are supported in how to run Strawberry Jam, Lemon Curd and Chocolate Spread sessions.</li> <li>Use data, lesson observations, Maths moderation and book scrutiny to analyse attainment and progress of children across the school in Maths.</li> <li>Hold workshops for parents on how to support children with calculation methods.</li> <li>Visit other schools to identify best practice and recommended resources/schemes of work.</li> <li>Purchase resources within budget allocations.</li> <li>Intervention/More-able Maths groups set up across the school.</li> <li>Identify any training needs for the school.</li> </ul>	<b>HEALTHY SCHOOLS</b> <ul style="list-style-type: none"> <li>Carry out pupil surveys each term to monitor the healthy school opportunities for children and to act on their feedback.</li> <li>Timetable and run termly HELP group meetings to improve the dining experience for children and to help organise healthy schools events.</li> <li>Work with Hilary and Judith to organise themed dinners and invite family members/local community members to join us for these events.</li> <li>Organise and run the annual Farmers' Market in September.</li> <li>Maintain links with local farmers and producers.</li> <li>Organise and run Grandparent Gardening week events.</li> <li>Organise a gardening club.</li> <li>Organise for each class/year group to design their own menu. Liaise with Hilary and Judith about this.</li> <li>Ensure that each year group meets the necessary cookery hours through whole school events organised (e.g. Farmers' Market and Food Fortnight).</li> <li>Develop a system where parents can purchase food grown in the school garden which can be reinvested into our gardening area.</li> <li>Redesign and set up the new school gardening area once the building work finishes.</li> </ul>	<b>PSHE</b> <ul style="list-style-type: none"> <li>Prepare and distribute the Medium Term planning for each teacher to follow throughout the year.</li> <li>Ensure new teachers/support staff are aware of where to find PSHE resources.</li> <li>Order new books to support the delivery of the PSHE curriculum.</li> <li>Job centre advertisements and allocations termly (ensuring that a range of children are responsible for jobs).</li> <li>Prepare PowerPoint slides for Meet the Teacher sessions to share our PSHE coverage throughout the year with parents.</li> </ul>			

**Quality of teaching and learning; outcomes for children**

<b>Activities and improvements during the year 2017/18</b>	<ul style="list-style-type: none"> <li>• The profile of science has raised significantly across the school. All year groups are teaching explicit science lessons on a regular basis in line with the long term plan.</li> <li>• Updated the resources available when teaching electricity in Year 3/4, as I purchased new circuit kits which the teachers have found useful and have supported their teaching.</li> <li>• Staff science observations have taken place throughout the year, allowing SLT to monitor the teaching and science and suggest further areas for development to move forward.</li> <li>• I have conducted 3 whole school staff meetings on the teaching and learning of science:             <ul style="list-style-type: none"> <li>➤ The first meeting introduced science and the expectations. It highlighted the Working Scientifically statements and how these can be taught. We looked at some example experiments and how to inspire and motivate children, then talked about different enquiry ideas to show good coverage of the statements.</li> <li>➤ The second meeting involved delivering ideas that were taken from a CDP course. This session went into further detail on how to plan an investigation and the skills to specifically teach. Reiterated the importance of teaching the skills of investigation and how to teach these as single sessions.</li> <li>➤ The third meeting introduced science week, providing useful resources to use during the week and provide suggested activities which linked to science week and current science topics.</li> </ul> </li> <li>• All teachers in each year group were provided a detailed document containing the Working Scientifically statements for their year group to help plan lessons and to show differentiation and challenge. Teachers have commented that this has really aided their planning and supported their teaching and learning in science lessons.</li> <li>• Science week held across the school (week commencing 18<sup>th</sup> June 2018). Week began with a whole school assembly led by Sam Brentall (from Iveshead Science Department). This assembly addressed the different areas of science and helped to show the importance of science in the world around us. Each year group were given a pack of ideas to linked to the theme 'Exploration and Discovery'. Each class plan to teach at least one science lesson that link to the science week theme of 2018.</li> <li>• Science assessments are now taken regularly to monitor progress in the subject, allowing us to track the progress made by pupils and the impact of teaching and learning. This will be evaluated at the end of the academic year.</li> <li>• Launched a whole school competition on 'Working Scientifically at Newcroft', introducing the key principles of science that we will follow (linked to the working scientifically statements). Each class completed this and had one winning entry which is displayed in each classroom. Teachers refer to this during science lessons and refer to how they have been working as scientists – evident in lesson observations.</li> <li>• Teachers were reminded how important the use of scientific vocabulary is and the importance of encouraging the correct spelling of these. All classrooms now display a list of key vocabulary for their topic, referring to this during each science lesson – evident in lesson observations.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>• Teachers now provide regular opportunities for children to practise science skills (evident on classroom displays, in learning journeys, earwig etc.)</li> <li>• The profile of science has been significantly raised across the school through regular teaching of both good and outstanding lessons, regular teaching, classroom displays and other activities (e.g. poster competition, science week assembly etc.)</li> <li>• All but one lesson observation has shown that lessons are well-paced and focus on the key teaching and principles of working scientifically, allowing children to learn a variety of approaches to answer different questions in science.</li> <li>• Lesson observations and evidence in books have shown that most work is skilfully differentiated and that teachers are carefully considering their resources and activities to suitably challenge the needs of pupils within the class.</li> </ul>

Science						
Group	SOT			Termly Targets		
	Below	At+	Above	Below	At+	Above
Whole School	53/263 (20.15%)	210/263 (79.85%)	116/263 (44.11%)	-	-	-

Group	Gender	Working Below	Working In Line	Working Above	On Track for 75% Floor Target
All Years	All (263)	53 (20%)	94 (36%)	116 (44%)	Above floor target (80%)
	Boys (134)	29 (22%)	41 (31%)	64 (48%)	Above floor target (78%)
	Girls (129)	24 (19%)	53 (41%)	52 (40%)	Above floor target (81%)

- 79.9% of pupils in the school are 'on track' to be working at or above. 44.1% of children are currently working above age related expectations for child their age. This can be monitored more closely next year as we will be able to compare data for this current year.
- All children – on average – are all working above the floor target of 75% for the summer term – see above. Girls are working significantly above the floor target.

#### Science Attainment during 2017 - 2018

- The table below shows the average points progress made, on average, by each year group, from Autumn Mid Term and Summer Mid Term (5 half terms). The science subject attainment target for the year was for each child, on average, to make 2.5 points progress during the year (6 half terms).

Year	Average points at autumn mid term	Average points at summer mid term	Average points progress made by each year group.
Year One	36	39.6	+3.6 ps
Year Two	43	47.1	+4.1 ps
Year Three	49.2	52.2	+ 3 ps
Year Four	55.2	58.3	+ 3.1 ps
Year Five	61.2	64.7	+ 3.5 ps
Year Six	67.1	69.6	+ 2.5 ps

- This shows that all children, on average, have made at least 2.5 progress at this point of the year. We will expect this to increase further when the final data analysis is given at the end of the summer term. These results are very pleasing and highlight the impact in the improvements in the teaching and learning of science.

#### Judgement:

Outstanding

Good

Requires Improvement

#### On the basis of this information, what are your key priorities for development? (up to 3)

1. Ensuring that teachers effectively plan and deliver lessons that specifically teach the children the elements of science enquiry and investigation.
2. To continue to raise the profile of science, by teaching science regularly and providing science opportunities, including trips, for children.
3. To provide opportunities for children to experience trips and activities at least once per year.



## Science - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/anticipated impact?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
Teachers to continue teaching lessons which specifically focus on the teaching of the working scientifically statements.	<p>Work scrutiny to ensure that coverage is explicit and evident.</p> <p>Staff meetings to ensure that teachers are given knowledge and relevant training to support their planning and teaching.</p> <p>Subject leader to attend CPD session based on primary science,</p> <p>Science learning walk to observe teaching and learning taking place.</p>	Termly	<p>Lessons will show evidence of the teaching of the working scientifically skills and statements.</p> <p>Learning journeys and Earwig records show good coverage of all statements, including lessons that focus specifically on one enquiry element e.g. questioning.</p> <p>Science – at least 80% of pupils working at the expected standard in Year 2 and Year 6 Disadvantaged pupils &gt;65%</p>	N/A	Katie Radley Governors (Sam Curtis and Elle Walshe)	2
To raise the profile of science further across the school	<p>Teachers to continue teaching regular science lessons on a weekly basis.</p> <p>Teachers to encourage the correct spelling of scientific vocabulary.</p> <p>Science displays found in each classroom to promote the current learning.</p> <p>Vocabulary displayed in each classroom.</p> <p>Staff meetings (termly) to ensure that staff are given useful resources and ideas to support their teaching of science.</p> <p>Plan and lead a whole school science week.</p>	Termly	<p>Each classroom will have science vocabulary displayed clearly.</p> <p>Regular teaching of science lessons taking place each week.</p> <p>Increase in the number of visitors/workshops taking place across the school lined to science (at least one per year group)</p>	£200 resources	Katie Radley Governors (Sam Curtis and Elle Walshe)	3

<b>Science - Improvement plan for the year 2018-19</b>						
<b>What</b> do we want to improve? (area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	<b>Cost</b> (if applicable)	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported (e.g. governor)?	<b>Relevant links to School priority 1,2 or 3</b>
To skilfully differentiate and challenge pupils effectively in science lessons.	<p>Planning tools provided to staff to ensure that the areas of working scientifically are clearly differentiated to provide staff with ideas of how to challenge pupils of all abilities.</p> <p>Staff meeting on how to differentiate in science lessons through equipment, recording, questioning, etc.</p> <p>To use formative assessment tools to assess the understanding of a child to ensure that teacher assessments and work matches the ability of the child.</p> <p>Ensure that staff use the SAS grid for science as a planning tool to help differentiate the work/support given to different groups.</p>	Termly	<p>Regular use of silver star challenges in books for challenge pupils and more their learning forward.</p> <p>Use of pink marking to extend learning and provide next steps in learning.</p> <p>Planning and books indicate clear differentiation, providing appropriate challenge for all ability groups.</p>	£300 resources	Katie Radley Governors (Sam Curtis and Elle Walshe)	1
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• <i>Build links with local businesses associated with science.</i></li> <li>• <i>Key Principles of Science at Newcroft poster competition to launch in each class.</i></li> <li>• <i>Support staff in ensuring that children are given regular science experiences, through workshops, trips and visits.</i></li> <li>• <i>Book scrutiny to monitor the use of differentiation and the provision of work that suitably matches the ability of the children.</i></li> <li>• <i>Plan science week to take place in the school.</i></li> <li>• <i>Science staff meetings to provide further training on science enquiry and working scientifically.</i></li> <li>• <i>Ensure that the science cupboard is kept up to date, tidy and is easy to use.</i></li> <li>• <i>Ensure that all staff have the resources that they need to aid their teaching (through staff questionnaires etc.)</i></li> </ul> <p><i>Continue to maintain links with Iveshead School, using their expertise and resources to support our teaching of science.</i></p>					

**Quality of teaching and learning; outcomes for children**

Activities and improvements during the year 2017/18

**Involve parents more effectively in the teaching of their children**

- Key stage one and two SATS workshops held for parents so that parents can support their children at home.
- Curriculum evenings e.g. calculation and reading held and led by subject coordinators
- Open morning
- Earwig embedded as a record of teaching and learning for a wider range of subjects across the school. Promote this with parents so that they are able to access this at home

**Develop a more innovative and creative curriculum**

- Use of the local area and out of classroom learning experiences has increased
- Better use has been made of the outdoor areas (outdoor classroom/ forest and grounds) Teachers plan opportunities for learning outside the classroom (LOTC) at least fortnightly (linked to a wide variety of curriculum areas)
- Trips or visitor for each topic in every class across the school were arranged (A lull in the Spring term due to a renewed focus on the basics of Teaching and Learning particularly in Y6 and 2)
- Classes have visited a wide range of places of worship ( linked to RE topics across the school)
- There have been many opportunities for whole school 'Challenge' Days/weeks e.g. Diwali, Chinese New Year, Science week.
- We have improved the Reception outdoor area to encourage resilience and independence. New canopy and writing shed.

**Introduce a whole school electronic assessment package (compatible with Symphony Assessment System)**

- We purchased an Online assessment package called O track that is compatible with SAS statements
- We purchased O Track and all Symphony schools are now using this. Teachers enter data half termly (Analysis by leaders)
- Staff were trained to use the system and enable coordinators to produce and analyse data in different ways with assessment coordinator (CK)

**Increase the number of children at ARE+ in Reading, Writing and Maths at the end of KS1**

- Discussions took place with teachers about sets and groupings to ensure that all more-able children are accessing correctly differentiated work
- Identification of children on the cusp of being more-able- establish intervention that will enable them to be stretched and challenged further. (especially in years 2 and 6)
- Book scrutiny took place in the Autumn and Spring Terms to ensure appropriate challenge for more-able children across the school ( involving Governors and senior leaders.)
- Learning walks to look at provision for More-able learners (with governors)
- There has been a whole school Focus on more-able learners in performance management observations of teachers

Key stage one Outcomes 2017-18 (To be finalised and matched to teacher assessment)

Last year's (2016-17)GDS: Maths 22.5%,Reading 35%, Writing 10%

	Maths 2018		Reading 2018		Writing 2018	
	No. of chn	%	No. of chn	%	No. of chn	%
PKS	1	1.82%	0	0.00%	0	0.00%
WTS	10	18.18%	11	20.00%	14	25.45%
EXS	30	54.55%	32	56.18%	34	61.82%
GDS	14	25.45%	12	21.82%	7	12.73%
<b>EXS+</b>	<b>44</b>	<b>80.00%</b>	<b>44</b>	<b>80.00%</b>	<b>41</b>	<b>74.55%</b>

**Monitor closely the progress and attainment of more-able children**

- Half termly analysis of data for more-able groups across the school
- Intervention groups were set up for More-able children in Years 2 and 6 or for children who with an extra push could be more-able

Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>Provision for More-able groups at Newcroft remains consistently good and teachers have a much better understanding of more-able children and children who could potentially be more-able and the support they require.</li> </ul>
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<b>Judgement:</b>		
Outstanding	<b>Good</b>	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. <b>Introduce and monitor the use of the amended whole school electronic assessment package- O track (compatible with Symphony On Track)</b> <i>This means that from next school year, we'll be assessing pupils as WTS, EXS or GDS at the end of each year in all year groups (not Grades from next school year). O Track will change to reflect this for us. It has the relevant EXS descriptors from the TAFs for Year 2 and Year 6.</i>
2. <b>Amend and introduce a new system for Teacher observation in order to get a better picture of everyday practice across the school</b>
3. <b>Embed our innovative and creative curriculum , increasing use of the outdoor facilities whilst maintaining a focus on high standards of Teaching and Learning across the school</b>
4. <b>Monitor closely the ongoing progress and attainment of more-able children</b>

<b>Teaching and Learning / More-able - Improvement plan for the year 2018-19</b>						
<b>What do we want to improve? (area for development)</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will success look like/anticipated impact?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported (e.g. governor)?</b>	<b>Relevant links to School priority 1,2 or 3</b>
Introduce the amended whole school electronic assessment package- O Track (compatible with Symphony On Track)	Introduce and monitor the amended assessment system Symphony On track. Ensure teachers are equipped to track and input data onto O track – provide training as required Teachers assess pupils as WTS, EXS or GDS at the end of each year in all year groups Ensure teachers use the Symphony Learning Framework as a planning tool	INSET August 2018  Ongoing throughout year	All teachers inputting half termly data as WTS, EXS or GDS  End of KS1 and KS2 (at least) 3a. 3% above national averages in Reading, Writing and Maths (including GDS) 3b. Progress scores all above -1.5 in KS2 and writing above zero 3c. Combined Reading, Writing and Maths is at least 74%	NA	Governors (Dan Brown and Sarah Hanna) Lizzie Hallam	3
Amend and introduce a revised system for Teacher observation in order to get a better picture of everyday practice across the school	<i>Each teacher to have 6 half termly, half hour observations. No lesson judgements made to teacher- Strengths and areas for development identified Process explained to teachers during PM review meetings Sept 2018</i>	Ongoing throughout 2018-19 academic year	<i>No show lessons!</i>  <i>A more formative and supportive approach to teacher performance management</i>  <i>At least 90% lessons good or outstanding At least 30% of lessons outstanding</i>	NA	Governors (Dan Brown and Sarah Hanna) Lizzie Hallam	3

<b>Teaching and Learning / More-able - Improvement plan for the year 2018-19</b>						
<b>What</b> do we want to improve? (area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	<b>Cost</b> (if applicable)	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported (e.g. governor)?	<b>Relevant links to School priority 1,2 or 3</b>
Embed our innovative and creative curriculum , increasing use of the outdoor facilities whilst maintaining a focus on high standards of Teaching and Learning across the school	<p>Work closely with SY to facilitate his leadership of the use of the forest and outdoor areas.</p> <p>Review the curriculum in a PDM make any necessary amendments and changes suggested.</p> <p>Lesson observations for PM (at least one of these) will be linked to Outdoor learning</p>	<p>PDM for teaching staff Autumn term 1</p> <p>Ongoing observations throughout year</p>	<p>Staff using the outdoor learning environment effectively and making relevant links to topics and units of work</p> <p>Teachers can show evidence half termly of outdoor learning linked to lessons through planning or ( tagged on earwig)</p>	<p>Training for SY £300</p>	<p>E Hallam Governors (Dan Brown and Sarah Hanna) Lizzie Hallam</p>	2
Monitor closely the ongoing progress and attainment of more-able children	<p>Use Symphony On Track to track the percentages of children at ARE+ (GDS) in each cohort across the school over the year</p> <p>Intervention introduced to increase percentages of GDS (children who need a push!</p> <p>Create a register of more-able pupils – set up a group on O track)</p>	<p>termly</p>	<p>More-able children on track in each cohort</p> <p>At the end of each year 20% of each cohort will achieve GDS by end of Summer 2</p> <p>GDS in writing at the end of KS1 and KS2 is at least 25% and/or... Greater depth percentages for reading, writing and maths will be high than national 2018 in all three subjects.</p>	<p>NA</p>	<p>Governors (Dan Brown) Sara Aukland</p>	1
<b>Subject specific tasks for the year</b>	<p>Improving Teaching &amp; Learning Tasks for the year</p> <ul style="list-style-type: none"> <li>• Liaise with senior leaders about workshops for parents in calculation, reading, SRE, ICT safer internet etc</li> <li>• Liaise with SA and CK re SATs workshops for parents</li> <li>• Drive continued use of Earwig</li> <li>• Half termly data scrutiny using O track</li> <li>• Learning alks and book scrutinies with SLT and Governors</li> <li>• Ensure teachers plan visits and visitors for each topic based on LTP</li> <li>• Liaise with RC re visits to religious places of worship</li> <li>• Encourage teachers to use the outdoor areas more LOTC (support SY)</li> <li>• Plan challenge days and weeks into the diary for 2018-2019</li> <li>• Liaise with subject leaders re challenge days above</li> <li>• Work with LL and RC to support better use of outdoor learning environment in Reception</li> <li>• Train staff in use of new assessment package ( With SA Assessment coordinator)</li> <li>• Ongoing teacher performance management</li> </ul>			<p>More-able Tasks for the year</p> <ul style="list-style-type: none"> <li>• Half termly data scrutiny</li> <li>• Learning walks</li> <li>• Book scrutinies</li> <li>• Liaison with /feedback to Governor partner</li> <li>• Check sets and groupings in each year group ( English and maths sets where appropriate)</li> </ul> <p>Ongoing teacher performance management</p>		

<b>Area: Early Years</b>	<b>Key Personnel:- Lizzie Hallam &amp; Natalie Searson</b>
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**Quality of teaching and learning; outcomes for children**

Activities and improvements during the year 2017/18	<p>Pre-school:</p> <ul style="list-style-type: none"> <li>Literacy provision has been developed - chalk boards, new signage (alphabet/number) have been purchased, whiteboards, paintbrush/water and mark making equipment is available during outdoor sessions. The more reluctant writers have been encouraged to mark make on a large scale (gross motor movements). There is now a reading/writing zone.</li> <li>Although we have not had any EYPP children in Pre-school this academic year, Natalie has still attended EYPP training. She is familiar and has used the LA proforma for PP plans and identifying children's needs to advise how to best spend the allocated money (specific resources or adult time).</li> <li>Medium term plans have been revised to develop children's understanding of the scientific world. A 'New Life' topic has focused on the life cycle of a butterfly through observation. Mini beast homework has been sent home to engage parents with the learning at home. A 'Creation Station' has been developed to encourage children to experiment and investigate.</li> <li>Exemplification materials and expectations within the 'Technology' strand of the curriculum has been shared with pre-school staff. 4 iPads are being purchased for specific preschool use. Talk buttons have been very successful to support continuous provision and independence. Writing boards/light boards have also been a hit at enticing children to mark make.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Phonics progress is good. Higher ability children have been pushed and are now accessing Phase 5 phonics (above national expectation).</li> <li>'Double sessions' have been timetabled during the summer term to allow children more opportunities to write at length indoors and outdoors.</li> <li>Intervention groups have been running throughout the school year targeting the lower ability, middle ability and the more-able children.</li> <li>A shelter has been purchased. Outdoor learning takes place in all weathers, throughout the year now.</li> <li>A writing shed has been purchased and resourced. Children access this independently, as part of continuous provision. The writing shed has had a significant impact on our reluctant writers.</li> <li>Science has been a whole school priority this academic year. We have planned in weekly science &amp; investigation activities (adult led) linked to the topic/theme of the week. The science experiments have contributed to 74% at the expected level and 16% of children exceeding expectations in Communication and Language.</li> <li>A wide range of evidence (photo and video) on Earwig showing progression through learning experiences.</li> </ul>
Overall evaluation of impact on the EYFS	<p>Pre-school:</p> <ul style="list-style-type: none"> <li>Photographic evidence (Earwig entries) of more children (particularly boys) engaging in mark making. The majority of children are entering Reception being able to write (letters in) their name and are starting to link some phonemes to graphemes. Children are ready to begin Phase 2 phonics.</li> <li>Earwig evidence shows children are asking questions and talking about some of the things they have observed. They have showing an understanding of growth and change, they show interest in technology, they know how to operate simply equipment and the majority are entering school at the expected level of 'Entering 40-60 months+' within Understanding the World. 89.7% have achieved the expected standard in UW/Technology this year, with 6% exceeding.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>As a result of targeted invention and quality first teaching we have 83.7% achieving a <i>Good Level of Development</i> at the end of June 2018, with 17% exceeding in PSED, 16% exceeding in C&amp;L, 17.4% exceeding in PD (the prime areas).</li> <li>We have more boys achieving higher than girls in PSED, Physical Development, Reading, Writing, Number and Shape, Space and Measure.</li> <li>Children are exposed to a more structured curriculum (particularly in Summer 2) and they are well prepared for year 1 e.g. extended writing sessions, guided reading, Phase 5 phonics, Lemon Curd all introduced.</li> </ul>

<b>Judgement:</b>		
Outstanding	<b>Good</b>	Requires Improvement

**On the basis of this information, what are your key priorities for development? (up to 3)**

1. Early identification of children with communication and language difficulties when starting our pre-school setting. Adults to be used most effectively to support understanding and speaking on a 1:1, paired or small group basis. Intervention - 'Talking Point' and 'Time to Talk' programmes to be used.
2. Focus on more-able children in Maths, increasing the number of children achieving exceeding in *Maths/Number*.
3. To enhance the learning environment – indoors and outside, offering continuous provision for all areas of learning.

### Early Years - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
<p><b>Pre-school:</b></p> <p><i>To improve the communication and language skills of children identified as below age related expectations.</i></p>	<p>Early identification of children with communication and language delay Appropriate support through intervention and adult directed time.</p>	<p>Identification of needs after pre-school baseline. Targets to be evaluated half termly to ensure correct provision.</p>	<p>Specific children will be receiving support from Speech and Language. (intervention, 1:1) Children are entering Reception in Autumn 2019 with the ability to communicate their needs effectively and respond appropriately.</p> <p style="text-align: center;">80% C&amp;L/Speaking at <i>at least</i> Secure 30-50 months/Beginning 40-60 months+ on entry into Rec</p>	£500 resources	<p>Joanna Stevens (EYFS governor)</p> <p>Alex Smythe (Executive Head)</p> <p>Lizzie Hallam (Head of School)</p>	2
<p><b>Reception:</b></p> <p><i>To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences.</i></p>	<p>The outdoor learning area will be zoned, showing clear areas of learning (e.g. Maths, Literacy, investigation area) The indoor environment will be organised to allow for whole class writing and maths, as well as zoned areas within continuous provision. Plan specifically for a wider range of activities based on the children's interests and the EYFS curriculum Approach parents to contribute to the making of specific resources, e.g. a mud kitchen.</p>	<p>Organised from the beginning of the Autumn term. Resources will be purchased at the end of the Summer 2 ready for the new cohort. Specific parents will be approached to ask to support</p>	<p>The outdoor/indoor learning environment will be resourced with high quality experiences that promote outstanding learning experiences, particularly the promotion of maths. 20% of children achieve exceeding in Number by June 2019</p> <p>Learning walks – demonstrate outstanding outcomes for groups of pupils Observation feedback and Planning scrutiny Evidence on Earwig of progression through outdoor experiences.</p> <ul style="list-style-type: none"> <li>• Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or...</li> <li>• At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start</li> <li>• At least 74% GLD</li> </ul> <p>Literacy: HAP+ and HAP children achieving <i>6 months</i> above their chronological age during SWRT/SWST testing in Summer term 2 2019.</p>	£1000 resources	<p>Joanna Stevens (EYFS governor)</p> <p>Alex Smythe (Executive Head)</p> <p>Lizzie Hallam (Head of School)</p>	2

## Early Years - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
<p><b>Reception:</b></p> <p><i>To increase the number of children achieving exceeding in Maths/Number by Summer 2019.</i></p>	<p>Regular timetable slots aimed at small group work for more-able children to focus on exceeding criteria for Number.</p> <p>Whole class daily teaching of Maths.</p> <p>Maths (Number and Shape, Space and Measure) activities differentiated and accessible within the continuous provision - indoors and outdoors - on a weekly basis.</p> <p>Ensure baseline assessments are completed by September 2018 to support identification of early needs and children's next steps – intervention/acceleration groups can be set up in the Autumn term 2018</p>	<p>Timetable of learning organised prior to the beginning of the academic year.</p> <p>Intervention for more-able children set up and resourced Autumn 1 2018</p> <p>Baseline to be completed quickly to enable whole class teaching to begin as soon as possible.</p>	<p>Evident in planning scrutiny and lesson observation feedback.</p> <p>20% of children achieve exceeding in Number by June 2019</p> <p>At least 15% of boys achieve exceeding in Number when leaving Reception.</p> <p>Children identified as entering Reception at Secure 40-60 months+ /entering ELGs for Maths during baseline assessments will be given the opportunity to join Year 1 children for some Maths sessions</p>	<p>£500 resources</p>	<p>Joanna Stevens (EYFS governor)</p> <p>Alex Smythe (Executive Head)</p> <p>Lizzie Hallam (Head of School)</p>	<p>1</p>
<p><b>Subject specific tasks for the year</b></p>	<p><b>Reception Tasks for the year</b></p> <ul style="list-style-type: none"> <li>Organising statutory assessments</li> <li>Re-organise indoor environment to allow for whole class, daily Literacy / Maths lessons.</li> <li>Zone areas (indoors/outdoors) to reflect all areas of learning.</li> <li>All members of staff to use Earwig as an online Learning Journey to show progress through the DM bands across all areas of learning.</li> <li>??LL to update/train RC in terms of expectation, teaching, organisation and EYFS Framework.</li> <li>Reviewing/replenishing resources in line with budget allocations</li> <li>Networking/collaboration through the Academy Trust sup-port group meetings</li> </ul>			<p><b>Pre-School Tasks for the year</b></p> <ul style="list-style-type: none"> <li>Learning walks – development of role play areas ensuring an understanding of the scientific world is a focus.</li> <li>Purchase iPads (4) for pre-school use only.</li> <li>Intervention programme to be purchased to support delayed Speech and Language.</li> <li>EAD/EMM (music) training has been undertaken by NMc. Needs to be filtered into the children's learning – focused music and movement taught sessions.</li> <li>Continue to promote small group sessions of Phase 1 (then Phase 2 – set 1 &amp; 2) phonics within the pre-school (SB).</li> </ul>		



<b>Subject/Area: Music</b>	<b>Key Personnel:- Carole Atkinson</b>
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**Quality of teaching and learning; outcomes for children**

<b>Activities and improvements during the year 2017/18</b>	<ul style="list-style-type: none"> <li>• Activities within school:</li> <li>• Year 3 Wider Opportunities on the recorder led by C. Atkinson/L. Moore</li> <li>• Year 4 Wider Opportunities on the Djembe Drum led by B. Emerton from Leicestershire Music Service</li> <li>• Year 3 – Year 6 offered individual and group lessons on Piano, Keyboard, Drums, Guitar, Flute, Brass</li> <li>• Year 1 – Year 6 offered choir: When? Tuesday lunchtimes 12:45 p.m. – 1:15 p.m. Led by C. Atkinson / L. Moore</li> <li>• Band offered to any child learning an instrument in school or outside of school: When? Monday afterschool at 3:15 p.m. until 4:15 p.m. Led by C. Atkinson</li> <li>• Opportunities within school:</li> <li>• Music Recital and Coffee Mornings: When? Once a term. Led by C. Atkinson. To perform in front of an audience. To share children's achievements with parents. To raise money to support external opportunities.</li> <li>• Performances during Celebration Assemblies.</li> <li>• Performances during Whole School Assemblies</li> <li>• Specific instrumental assemblies to perform to parents, staff and children</li> <li>• Folk group once a year near Christmas</li> <li>• Pantomimes – throughout the school year give children opportunity to sing and act</li> <li>• Opportunities outside school:</li> <li>• De Montfort Hall Summer Concert for Year 4 Djembe drummers</li> <li>• Shepsheid Lions Christmas Market and entertainment – performance opportunity for the Choir</li> <li>• Visits to local Residential Homes to provide entertainment</li> <li>• Brass Festival – competition for all brass players (solo, duet and quartet)</li> <li>• We have planned a visit to Albert Hall to be part of a massed choir in November</li> <li>• Improvements:</li> <li>• More children taking part in music activities in school and outside of school (several brass players are now members of local Brass Training Bands)</li> <li>• Higher standards being achieved due to children receiving a good standard of teaching earlier than in most schools (Wider Opps start in Year 4, whereas in our school we start in Year 3)</li> <li>• A greater number of children this year have received specialist teaching</li> <li>• Wider range of instrumental lessons offered</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>• Music is a strength of the school and we are consistently maintaining the standards that we had to achieve in order to be awarded the Gold Music Mark award.</li> </ul>

<b>Judgement:</b>		
<b>Outstanding</b>	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Finding ways to maintain standards without the services of the Music Hub and with many of the more accomplished musicians leaving at the end of this academic year.
2. To continue to provide opportunities for all Key stage 2 children through whole class, group or individual lessons
3. To increase the amount of 'live music' experienced by the children and to improve ICT and Music – invite more musicians in to school and take more children to experience live concerts. Look at APPs available for IPADs with the ICT coordinator that will enhance the music curriculum.

## Music - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
To maintain standards without the services of the Music Hub	<ul style="list-style-type: none"> <li>a) CA to continue Music lessons with Year 4/5 – develop recorder skills and progress to glockenspiel (specialist teaching)</li> <li>b) Year 3 music provision taught by CA (one Y3 teacher to cover CA's class and other Y3 teacher to stay in lesson to be upskilled)</li> <li>c) Continue to offer a wide range of 1:1 and small group music provision through visiting music teachers.</li> <li>d) Offer opportunities outside of the classroom such as choir, recorder club, band etc.</li> <li>e) Develop the range of performing opportunities available to all children in school</li> </ul>	<ul style="list-style-type: none"> <li>a) Weekly music lessons throughout 2018/19</li> <li>b) Weekly music lessons throughout 2018/19</li> <li>c) Visiting music teacher offering lessons daily throughout 2018/19</li> <li>d) Weekly opportunities throughout 2018/2019</li> <li>e) Half termly music recital mornings and any other opportunities to perform</li> </ul>	<ul style="list-style-type: none"> <li>a) All KS2 children offered music provision</li> <li>b) Most/all KS2 children to have specialist music teaching</li> <li>c) Extra-curricular opportunities evident throughout school</li> <li>d) Performing opportunities evident throughout the academic year</li> </ul>	<p style="text-align: center;">£2000 Cost for 1:1 and small group provision</p> <p style="text-align: center;">£500 Cost of Albert Hall trip</p>	C. Atkinson J. Hilton	Priority 2 – Improving the quality of Teaching and Learning
To continue to provide opportunities for all key stage 2 children through whole class, group or individual lessons	<ul style="list-style-type: none"> <li>a) Years 3-5 Music lessons taught by specialist teacher (Y6?)</li> <li>b) Provide planning, resources and support for class teachers who are teaching their own music lessons.</li> <li>c) Continue to invite a variety of visiting music teachers to offer a wide range of instrumental teaching and monitor the impact of these lessons</li> <li>d) Create a better link with Iveshead School regarding Y6 transition to ensure musicians develop their musicianship skills and continue to play.</li> </ul>	<ul style="list-style-type: none"> <li>a) CA to teach music weekly wherever possible in KS2</li> <li>b) Planning provided Sept 2018, resources and support throughout the academic year</li> <li>c) Continual links with visiting music staff</li> <li>d) September – phone Iveshead and try to arrange meeting with Music Coordinator at the High School</li> </ul>	<ul style="list-style-type: none"> <li>a) Most/all KS2 children to have specialist music teaching – children have a better knowledge/understanding of music especially notation</li> <li>b) Specialist support for KS1 music lessons – all staff comfortable teaching music lessons. Children make good progress</li> <li>c) All KS2 children offered music provision – 1:1 and small group lessons taking place around school daily</li> <li>d) Y6 children more likely to maintain standards of musicianship and to continue playing</li> </ul>	<p style="text-align: center;">£2000 Cost for 1:1 and small group provision</p>	C. Atkinson J. Hilton	Priority 2 – Improving the quality of Teaching and Learning

## Music - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
To increase the amount of 'live music' experienced by the children and to look at available APPs for the IPAD to enhance the music curriculum through ICT.	<ul style="list-style-type: none"> <li>a) Research musicians and live music groups available and arrange concerts</li> <li>b) Arrange a joint concert with semi-professional musicians – opening of new school?</li> <li>c) Discuss with ICT co-ordinator possible ICT APPs for digital music and purchase where necessary</li> <li>d) Upskill teachers to include ICT in music lessons</li> <li>e) Provide opportunities for ICT to be included in school performances.</li> </ul>	<ul style="list-style-type: none"> <li>a) Autumn Term – research possibilities</li> <li>b) Throughout year invite musicians in to perform</li> <li>c) Sept 2018 arrange meeting with L. Lloyd to discuss ICT apps for music</li> <li>d) Spring Term – staff meetings to upskill staff</li> <li>e) Include ICT in performances (Summer Term)</li> </ul>	<ul style="list-style-type: none"> <li>a) <i>More musicians in school</i> <i>Children receiving better live music Opportunities</i></li> <li>b) <i>Concert to open new school joint with Foresters Brass</i></li> <li>c) <i>More evidence of ICT being used in music lessons and performance</i></li> <li>d) <i>Staff meetings on Music and ICT</i></li> <li>e) <i>Performances in school involving digital music</i></li> </ul>	<ul style="list-style-type: none"> <li>£200 Cost of visiting groups and musicians</li> <li>£200 Cost of ICT APPs</li> <li>£500 New digital equipment for Music Technology</li> </ul>	C. Atkinson J. Hilton	Priority 2 – Improving the quality of Teaching and Learning
<b>Subject specific tasks for the year</b>	<b>Music Tasks for the year</b> <ul style="list-style-type: none"> <li>• Oversee the planning, teaching and continuity and progression of Music across the school</li> <li>• Analyse data</li> <li>• Organise and coordinate Wider Opportunity programmes for Y3 and Y4</li> <li>• Liaise with tutors and oversee instrumental tuition from visiting music teachers</li> <li>• Review and replenish resources</li> <li>• Develop extra-curricular activities for music</li> <li>• Support teachers in planning and delivering music lessons – including team teaching</li> </ul>		<ul style="list-style-type: none"> <li>• Carry out formal and informal observations of music lessons</li> <li>• Carry out pupil interviews and analyse pupil questionnaires to improve the curriculum being delivered</li> <li>• Provide opportunities for pupils to perform in concerts in school and within the community</li> <li>• To provide opportunities for children to experience live music</li> <li>• Keep up to date with new initiatives and develop personal subject knowledge</li> <li>• Support other schools as a lead teacher for Music Report to Governors</li> </ul>			

<b>Subject/Area: PE</b>	<b>Key Personnel: Betty Gamble</b>
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<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> <li>• Introducing new activities like volley ball.</li> <li>• Doing classroom PE, which involves new types of skills with more control.</li> <li>• Reception PE, encouraging them to do lots of different sports.</li> <li>• Spotting potential and encouraging the children to progress at an early age.</li> <li>• Giving the pupils confidence and developing good behaviour management skills.</li> <li>• Behaviour at playtimes and lunch times continues to be judged as outstanding.</li> <li>• Peer and self-evaluation skills are made part of the lesson.</li> <li>• Every child in KS1 and KS2 will be able to experience some form of competitive sport.</li> <li>• Asking ex Newcroft Pupils to give inspirational talks, eg. Male and female football, mixed martial arts and swimming.</li> <li>• To continue to promote and extend the school as an effective learning environment and resource for the local community.</li> <li>• To ensure that Newcroft has well maintained sports equipment.</li> <li>• Both Betty and Jordan have looked at various training opportunities over the year.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>• Ongoing support for the children is ensuring that the children progress well at PE.</li> <li>• This is achieved through ongoing recording of school results and representation.</li> <li>• Ensuring that pupils are encouraged at all times.</li> </ul>

<b>Judgement:</b>		
<b>Outstanding</b>	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. To keep providing access to good sports equipment at break and lunch times and at after school clubs.
2. To continue to give as many pupils as possible the experience of competing in competitive sports.
3. To hold intra – school tournaments, for all abilities. To enter more than one team. To continue with the friendly league.

<b>PE - Improvement plan for the year 2018-19</b>						
<b>What do we want to improve? (area for development)</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will success look like/anticipated impact?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported (e.g. governor)?</b>	<b>Relevant links to School priority 1,2 or 3</b>
Ensure all pupils have access to at least two hours of high quality PE per week	Betty and Jordan to keep up to date with new training. Other members of staff to be trained as needed.	Ongoing	<ul style="list-style-type: none"> <li>- At least 55% of PP children to have attended extra-curricular club.</li> <li>- At least 60% of children in KS2 take part in an inter-school sports activity</li> <li>- Target group of inactive pupils take part in specific regular planned physical activities on a weekly</li> <li>- At least 2 hours per week of PE lessons for all children</li> <li>- Sports leaders running play activities on a daily basis</li> </ul>	Sports funding (staffing) £12000	Betty Gamble Sarah Hattersley (Governor)	2

## PE - Improvement plan for the year 2018-19

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
Introduce run a marathon for all pupils, making sure pupils know that being active has an effect on their ability to concentrate on their academic school work.	Betty to oversee this with the help of year 6 pupils	To start in September and will continue until all pupils have completed.	Pupils will enjoy the physical challenge, maybe leading on to pupils joining running clubs in the wider community. Pupils will benefit mentally/physically and socially	None	Sarah Hattersley (Governor)	1
<i>Learning about healthy, active lifestyle within PE needs to be made explicit to pupils</i>	<i>Pupils monitor their own activity levels so they become aware of how active they are. Betty to produce an active lifestyle chart for each child. Offer low active pupils support/guidance and set targets for them.</i>	Throughout 2018-2019	Questionnaire – at least 80% of pupils state that they are aware of how active they are can identify at least 3 ways to stay active.	None	Sarah Hattersley (Governor)	2
Levels of Physical Activity	'60 active minutes for every child scheme'. This will tie in with Healthy Schools programs. We could offer morning runs around the track/ or afterschool. Say 15 mins each day. Parents could do this with their child if they wanted, it could be for every child in the school and it wouldn't cost them anything. We could keep a record of who participates in this and see what impact it has on their learning throughout the day.	Throughout 2018-19	Ideally school should provide 30 mins of this as well as the usual 2 hours PE per week.  Links to core subject outcomes: End of KS1 and KS2 (at least) 3a. 3% above national averages in Reading, Writing and Maths (including GDS) 3c. Combined Reading, Writing and Maths is at least 74%	£0	Sarah Hattersley (Governor)	1 and 2
<b>Subject specific tasks for the year</b>	Trying to introduce different types of sports. Continuing to provide a spread sheet of PE achievements.	Establish network with other schools to offer friendly competitions		Invite people from wider community into school to promote their sport, activity. EG Loughborough rowing club, Ramblers, cyclists.		