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Perspective



Westmoor Primary School



North Tyneside



Curriculum Development Plan 06/06/2019

Art - Outcomes for Pupils

Status: In Progress

Responsible: HH

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Plan, design and produce the decoration of the school Elmer.

Strategy: Children will be given the opportunity to design a part of an Elmer 'spot', promoting outdoor play opportunities (OPAL) and art. A competition will engage all learners from Nursery to Year 6. Elmer will be designed by a selection of children. Artsmark Gold will be applied for, in coordination with music coordinator.

Monitoring \ Evaluation: Elmer project has begun in collaboration with ICT. Fundraising activities have been taking place. Elmer will arrive in May. Briefing will be held and attended in March.

HH and SD have worked together to plan the timetable of events to decorate Elmer with the school. Elmer has been delivered (April) and an assembly arranged to introduce the project. TR has worked on a design of Elmer using OPAL Outdoor learning as inspiration. Resources such as paint, varnish and collage materials have been ordered for the project. Timetable for TR to work with groups of children to decorate Elmer has been established. A range of Elmer themed activities, including an Elmer dressing up day, has been planned. Decoration of Elmer will take place in the Summer Term. TR to be released to work with groups of children while a SCITT trainee is working in Nursery.

ArtsMark Gold application, in collaboration with Music co-ordinator has not yet been submitted.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Organisation of a whole school competition	Children will be invited to design a spot onto Elmer, reflecting their enjoyment of outdoor learning.	04/12/18 to 26/07/19	HH	Medium
Not Completed	Elmer decorated by children	Winners of the competition will be involved in producing their design onto a spot on Elmer. Trinity Ruhl to support as an artist.	04/12/18 to 19/07/19	HH	Medium
Not Completed	Application for ArtsMark Gold	ArtsMark Gold applied for using Elmer project as evidence, work with music subject leader to add music evidence to contribute to application.	04/12/18 to 24/05/19	HH	Medium

Success Criteria

Description	Completed
Elmer project is successfully engaged with by whole school.	Yes
Elmer is produced by a range of age ranges across the school.	No
ArtsMark Gold application successful.	No

Art - Overall Effectiveness

Status: In Progress

Responsible: HH

Priority: Medium

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Develop stronger evaluation strategies to improve own r art works

Strategy: Use 'Austin's Butterfly' strategy to develop children's visual evaluation skills. Provide opportunities for children to reflect, discuss and improve upon their own art work every half term. Relate improvements to specific skills to enable children to quickly identify aspects that can be improved upon and apply. Art displays in class capture children's learning curve when making improvements. Involve children fully in discussions about how to improve, in an age appropriate way.

Monitoring \ Evaluation: Some examples of improvements to work have been provided through PicCollages across the school.

Discussions with staff have shown positive feedback to trialing the 'Austin's Butterfly' approach. Strategies have also been introduced in Art Club with Year One/Two pupils.

Portfolio scrutiny to be planned in Summer 2 - curriculum stroll not yet completed as in line with whole school.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Share techniques with Staff	Share Austin's Butterfly techniques with staff (video) and discuss benefits/ways forward as a school	04/12/18 to 26/04/19	HH	Medium
Not Completed	Curriculum stroll	Curriculum stroll evidences teaching of 'Austin's Butterfly' techniques in work displayed and in portfolios.	04/12/18 to 21/06/19	HH	Medium

Success Criteria

Description	Completed
Evidence of improvements being made to an art work every term.	Yes
Progression of children's skills in art are evident within a topic through book/portfolio scrutiny.	No
Curriculum Stroll demonstrates children are used to reflecting and improving upon art works.	No

Staff Time

Action	Title	Value (h)
Curriculum stroll	Staff meeting time	1.00

Art - Overall Effectiveness

Status: In Progress

Responsible: HH

Priority: High

Monitor: HH

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Raise the profile of Art in school

Strategy: Establish a successful art club for younger children (Year One)
Continue to develop an exciting whole school art display showcasing the range of work taking place in the school.
Organise a Big Draw day where children draw for a range of purposes, such as sketching, for information, drawing with range of materials, and observational.

Monitoring \ Evaluation: Art club is popular and runs termly for Year One children. Range of activities take place to teach art skills and explore range of materials. Feedback has been strong. Art display board has been refreshed and demonstrates some of art club activities.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Set up a Year One Art Club.	Invite Year One children to a 10 week art club to take place termly, charging £1 per week. Create a 10 week plan and order suitable resources.	03/09/18 to 19/07/19	HH	Medium
Completed	Develop school art display board	Gather art works from art club (Spring) and from all classes (Summer) to share on Art Board. Include photographs of range of art taking place across the school.	27/01/19 to 20/05/19	HH	Medium
Not Completed	Big Draw School Event	Organise a Big Draw Event where pupils take part in a wide range of drawing for different purposes, across a week in school. Provide staff with ideas/artists/inspiration for a successful curriculum opportunity in art. (Summer Term)	01/04/19 to 19/07/19	HH	Medium

Success Criteria

Description	Completed
Art Club runs termly and is well attended.	Yes
Art display is stimulating, up to date and reflects variety in classes	Yes
Big Draw takes place and drawing is evidenced in class book, SeeSaw, display	No

Staff Time

Action	Title	Value (h)
Big Draw School Event	Staff meeting time	0.50

Computing- Leadership of Elmer

Status: In Progress

Responsible: SD

Priority: High

Monitor: LP

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Managing the project of our Elmer statue, using ICT to promote what we are doing. Raising funds for St Oswald's Hospice. Linking Elmer into the curriculum and our work with the wider community.

Strategy: In the first instance this project will be building hype about Elmer in school, raising awareness of the charity St Oswald's Hospice and trying to start raising funds for them £400 target minimum. The project will then incorporate cross curricular learning, designing our Elmer and then painting him ready for display August-October 2019. This project will demonstrate our wider community commitment as well as engaging children with Elmer and linking to the wider curriculum. It will also link with OPAL in the way we decorate our Elmer statue.

Monitoring \ Evaluation: Choir singing at Christmas raised £200 for St Oswald's
Valentines Raffle raised £68
Choir will be going to recording studio (April 1st) to record a CD. All profits will be given to St Oswald's.
30th April- Elmer has arrived
30th April- Design submission sent in along with name and brief all linked to OPAL
Website now includes and email page and a blurb has been written for the Newsletter- just waiting to be sent out to parents.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Setting up Twitter account	A school twitter handler will be set up for our Elmer. This will allow us to be in contact with the world, Elmer North East, and NTLTElmer and drum up support and funding for St Oswald's Hospice.	15/11/18 to 30/11/18	SD	High
Completed	Website has a page created for Elmer	Our school website will have a page added to the children's section so that all parents can access information about the school project at any time and see what is happening. This will work alongside our Twitter handler. This page will include a fundraiser chart.	15/11/18 to 31/12/18	SD	High

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Web page and Twitter updated ad hoc	These will be updated when necessary to update parents and the world on how our project is progressing. This will be the main way we drum up funding and demonstrate the things our school is doing for the wider community.	01/09/18 to 31/08/19	SD	Medium
Completed	Assembly to launch Elmer initial	SD to hold a launch assembly to introduce Elmer to the children and explain what the project is and how it will work. Discuss with children how they can get involved.	15/11/18 to 29/11/18	SD	Medium
Not Completed	Newsletter slot for Elmer	Elmer will have a regular slot on the Newsletter and will update parents on what is going on with regards to the Elmer project and also how much funding we have raised.	01/09/18 to 31/08/19	SD	Medium
Not Completed	Fundraising for Elmer	Different fundraising opportunities will be incorporated throughout the Academic year. Raise our £400 and become a Herd Member. These will include: Dress up as Elmer day Baking Elmer biscuits/ Cake sale Design an Elmer competition Selling beanies Hamper raffle	01/09/18 to 31/08/19	SD	Medium
Completed	Elmer linked to OPAL	Our Elmer statue will reflect OPAL so children will be asked to design an Elmer design that reflects what they enjoy doing outdoors. We will hold a competition to have your design placed upon the final Elmer statue and will charge £1 an entry for St Oswald's.	15/11/18 to 28/02/19	SD	Medium
Not Completed	Elmer arrival Assembly launch	Elmer will be brought to school and launched officially by St Oswald's Hospice.	01/05/19 to 31/05/19	SD	Medium
Not Completed	Elmer decorated and sent to the trail	Elmer will be painted with final designs and sent out on the trail for 10 weeks before he returns to school to live with us.	01/05/19 to 01/08/19	SD	Medium

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Elmer across the Curriculum	Elmer will be used across the curriculum in teaching to really embed him within the school. He can also be incorporated into OPAL	01/09/18 to 31/08/19	SD	Medium
Completed	Elmer Display created in the Library	An Elmer book corner will be created in the Library, where children can access the stories and books.	04/12/18 to 21/12/18	SD	Medium
Completed	Choir singing	Choir will sing at Morrisons and Lidl to raise money for St Oswald's Hospice	17/12/18 to 20/12/18	SD	Medium
Completed	Hampers raffled	Hampers to be raffled to raise money for St Oswald's.	04/12/18 to 31/01/19	SD	Medium
Not Completed	Elmer Grandparents Sing a Long	Sing along this year will have the theme of colours for Elmer. Each class will write a verse of a song that we can perform within this.	30/04/19 to 19/07/19	SD	Medium

Success Criteria

Description	Completed
£400 minimum will be raised for St Oswalds Hospice	No
Our Elmer will represent the school in particular OPAL	Yes
Social Media presence will give us lots of press	No
Curriculum will link to Elmer	No

Staff Time

Action	Title	Value (h)
Website has a page created for Elmer	SD creating a page on the website and keeping it updated	3.00
Assembly to launch Elmer initial	SD presenting Assembly	0.50

Computing- Management

Status: In Progress

Responsible: SD

Priority: High

Monitor: LP

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Ensuring that technology and equipment is consistently up to date and in keeping with requirements of the school.

Strategy: To appraise all equipment within school currently and decide what needs modernizing. To ensure that children and staff always have access to current technology in the classroom so that they can keep up with current teaching ideas. To ensure that equipment in school is working to the highest capabilities at all times however, ensuring that budget is managed effectively.

Monitoring \ Evaluation: Servers have been updated
Wifi access points have been updated and more installed to include outdoor wifi access. Coverage is much stronger- particularly considering more iPads have now landed in school.
Year 5/6 leasing scheme is working well. 30+ ipads extra have come into school. Ipads are updated regularly.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Server rewiring	Outside agency to come in and rewire the server to ensure it is working at maximum capacity	24/10/18 to 01/11/18	CAG	High
Completed	Wi-Fi reassessed.	Wi-Fi to be reassessed. If the Wifi continues to be okay then extra adapters to be purchased to ensure maximum coverage in school	01/09/18 to 31/12/18	SD	High
Completed	If wi-fi is sustained then new adapters purchased	Extra adapters purchased for inside and outside school to ensure maximum coverage of the wi-fi within school and within the grounds.	06/11/18 to 31/12/18	CAG	High
Completed	Discussion with parents	Discussion with parents from 3 and 4 and 5 and 6 over leasing 1:1 devices for their children to use at school.	01/06/18 to 20/07/18	SD	Medium

Status	Title	Description	Dates	Responsible	Priority
Completed	Liaising with Parents and Jigsaw re leasing	SD to liaise with parents with regards to joining into the lease scheme or bringing iPads from home. SD to liaise with Jigsaw and leasing company with regards to processing the leases to ensure the arrival of 1:1 devices within school	01/09/18 to 31/10/18	SD	Medium
Completed	Lightspeed	Extra licences with iPads purchased and all new iPads enrolled into Lightspeed in preparation for 1:1 devices being used in 5/6.	01/11/18 to 31/12/18	CAG	Medium
Completed	Lightspeed	Extra licences with iPads purchased and all new iPads enrolled into Lightspeed in preparation for 1:1 devices being used in 5/6.	01/11/18 to 31/12/18	JWa	Medium
Completed	Staff iPads reassessed	Quality of iPads reassessed in order to ensure they are fit for use for staff. Some iPads purchased to replace older ones and other iPads reallocated to TAs to ensure that every member of staff has access to an iPad on a daily basis.	01/09/18 to 31/10/18	SD	Medium
Completed	Wifi adapters installed	MR to install extra adapters for Wifi	03/12/18 to 03/12/18	SD	Medium
Not Completed	Liaising with Jigsaw re new Portal	SD meet with Jigsaw and then liaise re Portal for next Year 5 cohort (2019-20)	30/04/19 to 05/06/19	SD	High
Not Completed	Meeting with parents re leasing of iPads	SD to meet with Parents of current Year 4 with Jigsaw members to sell the iPads.	01/05/19 to 30/05/19	SD	Medium
Not Completed	iPad sign up portal opened for parents	New portal created for parents to sign up to purchasing an iPad	01/06/19 to 19/07/19	SD	Medium

Success Criteria

Description	Completed
Server updated/ rewired	Yes
Wi-Fi in school is effective and efficient at all times	Yes
wifi coverage will be strong across the school premises	Yes
5/6 iPad lease scheme up and running and effective	Yes
All iPads are up to date and in working order constantly so children can access them	Yes
Tech support is always on top of school requirements	Yes

Cost

Title	Description	Budget Year	Budget Code	Value (£)
If wi-fi is sustained then new adapters purchased	Purchasing of adaptors	Financial Year 2018/2019	E20	900.00

Staff Time

Action	Title	Value (h)
Wi-Fi reassessed.	Sarah Dundas liaising with Mark Rutterford	2.00
Discussion with parents	SD writing the letters, collating the information and talking to parents	2.00
Liaising with Parents and Jigsaw re leasing	SD liaising via email and meetings with parents	2.00
Staff iPads reassessed	SD setting up all iPads	16.00

Computing- Personal development and behaviour

Status: In Progress

Responsible: SD

Priority: High

Monitor: LP

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: All children and staff are secure when using any technology in school and children demonstrate personal development through their use of the technology. Children and staff understand behaviour policies for use of technology.

Strategy: Children are taught the correct behaviour when using any technology through lessons on e-safety. Children adhere to these policies throughout their use of technology across school. Equipment used is locked down appropriately and in accordance with Safeguarding policies for North Tyneside and the Computing Policy. Staff adhere to the same policies and ensure that all children demonstrate personal development whilst using the technology.

Monitoring \ Evaluation: e-safety was focus for Autumn 1 teaching of ICT. Staff are encouraged to discuss esafety where appropriate in curriculum.

Magazines on e safety as well as letters in safer internet month have gone out to parents (February 2019)

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Computing Policy updated Annually	Computing Policy is reviewed and updated annually to ensure that latest safeguarding with regards to technology is included.	01/04/18 to 30/04/19	SD	Medium
Not Completed	Computing policy read by all staff and adhered to	All staff have read the computing policy and ensure that within their teaching they are following accepted protocol. i.e. through reiterating at all time accepted behaviour with iPads/Computers etc	01/09/18 to 31/08/19	SD	High
Completed	Lightspeed	All Pupil iPads are enrolled onto Lightspeed (including the iPads that are leased by parents.) Lightspeed is continually updated for teaching needs.	01/09/18 to 31/08/19	SD	Medium
Completed	Ipads and proxy settings	All iPads are on the correct Proxy settings for North Tyneside at all times to ensure children are safeguarded.	01/09/18 to 31/08/19	SD	High
Not Completed	Parents updated on Safeguarding issues ad hoc	Parents sent the esafety magazine termly. SD to alert parents via Seesaw of any e-safety information that may be useful for them to know.	01/09/18 to 31/08/19	SD	Medium
Not Completed	Staff meeting time to update on esafety	SD to update staff ad hoc on e-safety issues, either in Staff meetings or via Seesaw CPD page	01/09/18 to 31/08/19	SD	High

Success Criteria

Description	Completed
Safeguarding for ICT is clear and concise.	No
Computing policies are adhered to by staff and pupils	No
All ICT equipment is locked down to an appropriate level for use by staff or student.	Yes
Teaching of Computing in school includes e-safety sessions across the Academic Year	Yes
Parents are encouraged by school to moderate their children's use of technology at home	No
Children are given opportunities across the curriculum to use technology and personally develop in their understanding of how the technology can be used.	No

Staff Time

Action	Title	Value (h)
Computing Policy updated Annually	SD reviewing and updating the policy	1.00
Staff meeting time to update on esafety	SD updating staff	4.00

Computing- Quality of T & L

Status: In Progress

Responsible: SD

Priority: Medium

Monitor: SD

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Teaching and Learning of Computing is consistent across the school. All staff work from effective planning that is up to date with current Computing curriculum thinking. Teaching and Learning enables all children to access current technology and advance their abilities and understanding.
All teachers feel confident with the teaching and how to progress learning in all lessons.

Strategy: Curriculum plans are reviewed and updated by SD to ensure that all staff can just pick up the planning and teach with all technology working and ready for the lessons. Teachers are confident in the teaching and learning and how the technology is used effectively.

Monitoring \ Evaluation: SD, ZS, JW, PP are all Apple Teachers.
CS and LP are now participating in the Apple Teacher training with NW and GN going in the Summer term.
February 2019- Laura Dickinson in to work with 1/2 and 3/4 on planning units to fit around the curriculum changes. Overviews have been created and SD has copies.
Teachers feel more confident in what they are teaching.
SD led Lego WeDo training for all staff and explained how to use. Has offered availability to help with this and will arrange a learning walk when it is being used.
Lego League has been established for this academic year- using Year 4 and we are signed up to the exposition!

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Planning reviewed and updated	SD to review the current computing planning and evaluate whether this is in line with current thinking. SD to make changes to the current planning.	01/10/18 to 31/01/19	SD	High

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Apple Teacher training	<p>More teachers are put through the Apple Teacher training to ensure that they are confident in using their iPads in the classroom to aid teaching. This is part of the trust provision.</p> <p>SD will send 4 more teachers this Academic year to Apple Teacher training. These teachers will be Lynda Phillips and Carole Stott (Spring Term) and Gemma Newton and Nicola Woods (Summer term). This will ensure that all KS2 staff members (Where the iPads are currently placed) have had Apple training.</p>	01/09/18 to 31/08/19	NW	Medium
Completed	Apple Teacher training	<p>More teachers are put through the Apple Teacher training to ensure that they are confident in using their iPads in the classroom to aid teaching. This is part of the trust provision.</p> <p>SD will send 4 more teachers this Academic year to Apple Teacher training. These teachers will be Lynda Phillips and Carole Stott (Spring Term) and Gemma Newton and Nicola Woods (Summer term). This will ensure that all KS2 staff members (Where the iPads are currently placed) have had Apple training.</p>	01/09/18 to 31/08/19	CS	Medium

Status	Title	Description	Dates	Responsible	Priority
Completed	Apple Teacher training	<p>More teachers are put through the Apple Teacher training to ensure that they are confident in using their iPads in the classroom to aid teaching. This is part of the trust provision.</p> <p>SD will send 4 more teachers this Academic year to Apple Teacher training. These teachers will be Lynda Phillips and Carole Stott (Spring Term) and Gemma Newton and Nicola Woods (Summer term). This will ensure that all KS2 staff members (Where the iPads are currently placed) have had Apple training.</p>	01/09/18 to 31/08/19	LP	Medium
Not Completed	Apple Teacher training	<p>More teachers are put through the Apple Teacher training to ensure that they are confident in using their iPads in the classroom to aid teaching. This is part of the trust provision.</p> <p>SD will send 4 more teachers this Academic year to Apple Teacher training. These teachers will be Lynda Phillips and Carole Stott (Spring Term) and Gemma Newton and Nicola Woods (Summer term). This will ensure that all KS2 staff members (Where the iPads are currently placed) have had Apple training.</p>	01/09/18 to 31/08/19	GN	Medium
Completed	Apple Teacher training	SD, PP, ZS and JW will attend Apple Training as part of the trust.	01/09/17 to 31/08/18	JWa	Medium
Completed	Apple Teacher training	SD, PP, ZS and JW will attend Apple Training as part of the trust.	01/09/17 to 31/08/18	PP	Medium
Completed	Apple Teacher training	SD, PP, ZS and JW will attend Apple Training as part of the trust.	01/09/17 to 31/08/18	ZS	Medium

Status	Title	Description	Dates	Responsible	Priority
Completed	Computer planning	Barefoot computing considered as well as Knowlesley as an alternative planning for Computing across the school. Possible staff meeting devoted to Barefoot computing	04/12/18 to 28/02/19	SD	Medium
Completed	Organise Lego WeDo kits	Involve Year 5 and 6 into organising and familiarising themselves with the kits	04/12/18 to 05/04/19	SD	Medium
Completed	Provide staff training for Lego WeDo	Deliver a staff workshop alongside SD using Lego WeDo kits.	04/12/18 to 05/04/19	SD	Medium
Completed	Arrange a lunchtime Lego Wedo club	Send a letter to Year 5 and 6 parents inviting children to join the Lego WeDo club during a lunchtime	04/12/18 to 05/04/19	SD	Medium
Not Completed	Lego League Junior Exposition	Year 2 and 3 pupils (G and T) to be taken to Expo to present their ideas using Lego Wedo.	04/12/18 to 21/07/19	SD	Medium
Completed	Laura Dickinson- planning	Laura in to plan with teams to ensure that planning matches the curriculum.	14/02/19 to 28/02/19	SD	Medium

Success Criteria

Description	Completed
Teaching across school is effective and children are making progress	No
Children have a broad understanding of the Computing curriculum	No
Staff are confident in their teaching of Computing	No
Technology is always up to date to allow effective teaching of the curriculum	Yes
Planning is up to date and current	No
Teachers are using Lego We Do effectively across ICT and DT	No

Staff Time

Action	Title	Value (h)
Planning reviewed and updated	SD reviewing planning	4.00
Planning reviewed and updated	SD updating planning	16.00

DT- Quality of teaching, learning and assessment

Status: In Progress

Responsible: DB

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To develop the use of technology and programming opportunities within DT.

Strategy: Integrate the use of technology, specifically Lego WeDo, into DT lessons across the school.

Monitoring \ Evaluation: Lego WeDo kits ready to use, still need to ensure the laptops are working at a sufficient level to support the software. In order for the IPADs to run the software we need a bluetooth adapter. Staff training delivered on the training day in Summer term 1. Software shared with staff and the expectation for staff to deliver a Lego WeDo project in the Summer term. Lego club organised with 6 Year 4 chn and attended weekly in preparation for the Lego Competition in June.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Organise Lego WeDo Kits	Involve Year 5&6 into organising and familiarising themselves with the kits.	06/11/18 to 05/04/19	DB	Medium
Completed	Provide staff training	Deliver a staff workshop alongside SD using Lego WeDo kits.	06/11/18 to 05/04/19	SD	Medium
Completed	Arrange a lunchtime club.	Send a letter to Year 5 and 6 parents inviting children to join the Lego WeDo club during a Wednesday lunchtime.	06/11/18 to 05/04/19	DB	Medium
Completed	Register for the Lego League Junior Competition.	Ensure that we are registered for the competition and receive the necessary resources.	26/11/18 to 01/07/19	SD	Medium
Not Completed	Learning walk for DT	Observe the use of Lego WeDo across the different phases.	01/09/18 to 31/08/19	DB	Medium

Success Criteria

Description	Completed
Lego WeDo kits organised.	Yes
Staff training.	Yes
Lego WeDo lunchtime club established.	Yes
Sign up for Lego League Junior Expo.	Yes
The use of Lego WeDo evident across the school.	No

Staff Time

Action	Title	Value (h)
Organise Lego WeDo Kits	Teach children about the components of the kits and appropriate organisation.	1.00
Provide staff training	Staff meeting time	1.00
Arrange a lunchtime club.	Half an hour each week for 2 terms.	12.00
Learning walk for DT	Time for Learning walk and feedback	2.00

DT: Effectiveness of leadership and management

Status: In Progress

Responsible: DB

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Improved implementation of Design Technology across the school

Strategy: Audit coverage of DT across the school, identify areas with little coverage and provide support to ensure these areas are better delivered; with a specific focus on use of construction materials and equipment.

Monitoring \ Evaluation: A DT skills plan has been produced to provide staff with a 2 year plan to cover all the necessary skills in DT, evidencing progression. Therefore a DT audit for the current planning is unnecessary as planning for DT will change in September 2019 with the changes to foundation subjects. With the introduction of the key skills document for next academic year, there will be a broader range of skills being taught, in-line with the National Curriculum.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	DT audit	Ask phase leaders to record the teaching of DT in their phase across this cycle.	03/12/18 to 01/07/19	DB	Medium
Completed	Identification of skills	Ask teams to highlight (colour coded) the skills taught in the National Curriculum) for DT for this Cycle.	03/12/18 to 01/07/19	DB	Medium
Not Completed	Action plan	Create an action plan to target gaps in DT skills taught across the school.	03/12/18 to 01/07/19	DB	Medium
Not Completed	Support planning/team teaching to address the gaps	Work alongside the phase teams to plan/team teach lessons to address the gaps in to coverage of DT skills.	03/12/18 to 01/07/19	DB	Medium

Success Criteria

Description	Completed
DT audits for all phases for academic year 2018/19	No
Highlighted skills from the National Curriculum for all phases.	Yes
Action plan to identify gaps.	No
Staff implementing a broad coverage of the DT curriculum	No

Staff Time

Action	Title	Value (h)
DT audit	Time to collate audits.	1.00
Identification of skills	Staff time to complete task.	1.00
Action plan	Action plan writing	2.00
Support planning/team teaching to address the gaps	Unknown amount of time	6.00

Foundation Stage - Outcomes for Pupils

Status: In Progress

Responsible: HH

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Promote opportunities for reading in each strand of Foundation Stage.

Strategy: Children will have opportunities to read in a variety of contexts and in each foundation stage area through: reading treasure challenges, books related to each area and within areas, a wide variety of well chosen texts to encompass all aspects of learning that are used in a shared reading capacity, and reading for different purposes around the learning environments. Children will begin developing reading strategies at the earliest stage possible to enable a strong foundation to reading in Foundation Stage.

Monitoring \ Evaluation: Reading spine developed for Reception and Nursery, will need further time to ensure that this is working across both cohorts. Greater amount of 'treasure challenges' planned where children need to look into or at books for purpose, across different areas of curriculum.

Schools library service is fully utilised to have books linked to themes in all areas of areas where possible. A range of treasure challenges have been developed where children need to access a range of books to complete a task.

Nursery have begun Phase 2 phonics (April 2019) however pace in delivery for those children who are ready needs to be considered as a priority.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Reading Spine embedded	Reading spine to be agreed by staff to encompass rich diet of texts children will encounter across FS.	01/10/18 to 19/07/19	HH	Medium
Not Completed	Talk for Writing strategies embedded	Talk for Writing fully embedded and visited regularly (at least twice per half term) following staff training at end of academic year 2017/18. Evidence within Literacy books (Reception) and SeeSaw (both cohorts)	03/09/18 to 19/07/19	HH	Medium
Not Completed	Delivery of Phase 2 phonics in Nursery	Pupils demonstrating a secure Phase 1 ability will be introduced to Phase 2 phonics in Nursery following the identified strategies (Letters and Sounds structure and to incorporate RWInc letter formation introduction.	27/01/19 to 19/07/19	HH	Medium

Success Criteria

Description	Completed
Reading is evident in planning across all areas of curriculum.	Yes
Children demonstrate reading for a range of purposes during drop in observations and Learning Journey scrutinies.	No
Nursery begin delivery of Phase 2 phonics in Summer term	No
Reading spine encompasses all areas of the curriculum.	Yes

Staff Time

Action	Title	Value (h)
Reading Spine embedded	FS Staff meeting time	1.00

Foundation Stage - Quality of teaching

Status: In Progress

Responsible: HH

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Extend and deepen the teaching and learning of mathematics across Foundation Stage

Strategy: Big Ideas of Early Mathematics is embedded within the Foundation Stage Curriculum. Practical, progressive activities are planned across Nursery and Reception to ensure firm foundations are laid within the Numeracy Foundation Stage curriculum

Monitoring \ Evaluation: Some examples of 'Big Ideas' activities seen in lesson observations and within SeeSaw. Time for staff to meet for training needs to be arranged.

2 x 1 hour Big Ideas training has been delivered in Spring 2019, FS staff have begun to trial strategies within Big Ideas training and shared findings together.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	FS Staff INSET Big Ideas	HH to deliver 3 x 1 hour sessions to FS staff, focusing initially on Number Sense & Counting, Number Operations, and Measurement & Data Analysis. Agreed tasks/strategies to be carried out following each session.	27/01/19 to 12/07/19	HH	Medium
Completed	Progress Data Analysis - Mathematics strands	On entry Mathematics data analysis to identify gaps/areas of concern, pupil groups, shared with FS staff.	12/11/18 to 23/11/18	HH	Medium
Not Completed	Monitoring and Teaching and Learning	Curriculum walk, lesson observations and work scrutiny to take place in line with school cycle.	03/09/18 to 12/07/19	HH	Medium
Not Completed	Development of progressive skills based curriculum	HH involvement in LA progressive skills based mathematics curriculum, share with staff to support progression of mathematical concepts across FS. Application in short and medium term planning.	27/01/19 to 19/07/19	HH	Medium

Success Criteria

Description	Completed
Progressive mathematical learning is evident in SeeSaw, Numeracy books (Rec) and Learning Journeys	Yes
End of Foundation Stage and Nursery Number and Shape, Space and Measures is at least in line with National.	No
Curriculum Walk demonstrates high levels of engagement in Numeracy.	Yes
Lesson observations demonstrate staff are confident with Big Ideas in Mathematics.	No
Staff meeting time is evident for Big Ideas training led by HH.	No
Exceeding in Number and Shape, Space and Measures is at least in line with LA and National.	No

Staff Time

Action	Title	Value (h)
FS Staff INSET Big Ideas	Staff Inset	3.00

Foundation Stage - Overall Effectiveness

Status: In Progress

Responsible: HH

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Exceeding judgements are in line with National and Local Authority data at end of Foundation Stage.

Strategy: Through school and LA moderation, and INSET focusing on exceeding judgements including use of exemplification standards, FS staff will have greater confidence and understanding of the level of ability required to award an exceeding judgement, and to be aware of which pupils have a trajectory to meet exceeding given a good or higher level of progress across Foundation Stage.

Monitoring \ Evaluation: Bank of exceeding judgements is developing for Reception children however exceeding will develop as the year progresses. Staff have attended LA moderation and focused on exceeding. Some strategies developing to demonstrate mastery but needs consolidation.

Cross School moderation focusing on exceeding judgements has taken place with Reception Staff. Staff will continue to focus on exemplification of exceeding judgements when making judgements for SeeSaw evidence and ultimately end of FS results. Challenge and extension has been considered in planning. Independent tasks evident in Literacy and Numeracy books.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Identification of pupils	Identify pupils working at above or just above at start of Reception and share with team. (Pupils to be targetted to make expected progress to exceeding)	05/11/18 to 14/12/18	HH	Medium
Completed	Data Analysis previous cohort	Identify areas of profile where exceeding is lower in setting compared to National and LA.	27/01/19 to 10/02/19	HH	Medium
Not Completed	FS Staff training of exceeding judgements	All staff to attend LA termly moderation of judgements and to share own exceeding evidence at sessions. Examples of evidence to be gathered in school moderation file.	27/01/19 to 19/07/19	HH	Medium
Not Completed	FS Staff INSET to moderate exceeding judgements	Staff INSET time to share identified exceeding evidence, using exemplification materials to support, generating examples of exceeding evidence both for school moderation purposes and tagged in SeeSaw.	27/01/19 to 12/07/19	HH	Medium

Success Criteria

Description	Completed
Exceeding at end of FS is in line with National/LA in all areas.	No
Evidence of Learning Journey/Book scrutiny of exceeding judgements.	No
Exceeding examples within school moderation	Yes
Teaching and learning demonstrates opportunities for deeper learning and mastery.	No

Staff Time

Action	Title	Value (h)
FS Staff INSET to moderate exceeding judgements	FS INSET	3.00
FS Staff training of exceeding judgements	Termly moderation session	6.00

Geography - Quality of teaching and Learning

Status: In Progress

Responsible: VC

Priority: Medium

Monitor: HH

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To ensure that the teaching and learning in Geography is consistent throughout the school.

Strategy: To monitor and evaluate current practice, ensuring that standards, expectations and coverage is consistent across all year groups. All staff to work from effective planning. Book scrutinies and curriculum strolls used to monitor teaching and learning.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Book scrutiny	To look at the quality and coverage of work in the books. Feedback to staff	22/01/19 to 31/08/19	VC	Medium
Not Completed	Curriculum Stroll	Recording the learning that is in books, SeeSaw, displays and class books. Staff to provide photos for subject portfolio	22/01/19 to 01/07/19	VC	Medium
Not Completed	Pupil Voice	Children to complete a pupil questionnaire to ensure that they are enjoying Geography and are engaged in the subject.	22/01/19 to 01/07/19	VC	Medium

Success Criteria

Description	Completed
Evidence of learning in curriculum portfolio, class books, See Saw and class displays.	No
An array of work is evident in pupils' books	No
Pupil questionnaire to ensure the children are engaged and enjoying the subject.	No

Staff Time

Action	Title	Value (h)
Book scrutiny	Book Scrutiny	2.00
Curriculum Stroll	Time allocated for curriculum stroll	1.50
Pupil Voice	Time needed to speak to pupils	1.50

Geography - Subject Leadership

Status: In Progress

Responsible: VC

Priority: Medium

Monitor: HH

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To develop own skills in order to support the delivery of Geography across the school and to ensure that the knowledge and skills taught in Geography is high.

Strategy: To ensure that the subject leader's file and planning is up to date. To attend any CPD and pass on relevant information and training opportunities to staff. To support staff where needed in the delivery of high quality lessons. Monitoring of the quality of work in books to ensure well planned topics are taught.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Geography co-ordinator's file	Ensure the subject lead file is up to date with relevant planning and information.	22/01/19 to 01/07/19	VC	Medium
Not Completed	Planning	To review long term planning to ensure that it is relevant and up to date. Create a topic overview for all key stages to ensure coverage of skills and knowledge.	22/01/19 to 01/07/19	VC	Medium
Not Completed	Opportunities for CPD	Subject leader to look into any relevant CPD for herself or staff members. Any relevant information that is received to be passed on to the appropriate staff.	22/01/19 to 01/07/19	VC	Medium
Not Completed	Book Scrutiny and Curriculum Strolls	Book scrutiny and curriculum strolls to monitor the quality and variety of the children's work to ensure that well planned topics are being taught and that the knowledge and skills are high.	22/01/19 to 01/07/19	VC	Medium

Success Criteria

Description	Completed
The subject leader has an up to date file with relevant planning and information.	No
Subject leader to attend any CPD sessions that are available	No
Staff provided with relevant information or training opportunities.	No
Book scrutinies and curriculum strolls evidence high quality teaching and learning.	No

Staff Time

Action	Title	Value (h)
Geography co-ordinator's file	Time needed to update file	2.00
Planning	Time needed to review planning	4.00
Opportunities for CPD	Time required for staff to attend relevant training	2.00
Book Scrutiny and Curriculum Strolls	Time allocated for book scrutiny and curriculum strolls	3.00

Geography - Outcomes

Status: In Progress

Responsible: VC

Priority: High

Monitor: HH

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To incorporate opportunities for extended reading and writing within the Geography curriculum

Strategy: Ensure that opportunities for extended reading and writing are provided within the Geography curriculum. Ensure that the children are given the opportunity to write at length and have opportunities for in depth reading linked to their topic.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Book scrutiny	Book scrutiny to ensure that the children are being given the opportunity to write at length. Feedback to staff.	22/01/19 to 01/07/19	VC	Medium

Success Criteria

Description	Completed
Book scrutinies will provide evidence of extended writing opportunities within the Geography curriculum.	No
Transference of literacy skills within extended writing.	No
Evidence of topic books, the internet and use of the school's library to ensure the children can access a range of texts and information.	No

Staff Time

Action	Title	Value (h)
Book scrutiny	Time allocated for a book scrutiny and to feedback to staff	2.00

History - Quality of teaching, learning+assessment

Status: In Progress

Responsible: PP

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: High level of teaching of history across all Key Stage Phases

Strategy: To ensure history continues to be taught to a high standard with learning evidenced through high quality work produced by the children. Book scrutinies and curriculum strolls used to evidence, monitor and feedback.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Consider book scrutiny proforma to.	Research bet fit model for feedback and monitoring teaching of history across all phases.	06/11/18 to 20/11/18	PP	Medium
Not Completed	Evidence and feedback findings	Opportunity to collate and write up findings findings, and deliver feedback.	06/11/18 to 20/11/18	PP	Medium

Success Criteria

Description	Completed
Array of (ability appropriate) work produced in books.	No
Class displays, Class books and Curriculum portfolio used to evidence variety of learning within RE across all phases.	No

Staff Time

Action	Title	Value (h)
Consider book scrutiny proforma to.	Time to research proformas and produce feedback and evidence.	1.00
Evidence and feedback findings	release time to produce evidence and feedback	2.50

History - outcomes for pupils

Status: In Progress

Responsible: PP

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Incorporate extended reading and writing opportunities within the History curriculum across Key Stage phases.

Strategy: Ensure children are provided with an opportunity to write at length (with a Literacy focus). Provide opportunities for further in-depth reading of subject specific texts in detail. Book scrutinies within the Summer term will provide evidence of opportunities given.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Book Scrutiny	Use Book scrutiny to assess and evidence opportunities for extended writing and reading.	01/09/18 to 31/08/19	PP	Medium

Success Criteria

Description	Completed
extended writing opportunity with a Literacy focus within the History curriculum.	No
Evidence of children using historical terminology	No
Transference of Literacy skills within extended writing.	No

Staff Time

Action	Title	Value (h)
Book Scrutiny	time to review books and feedback to staff	2.50

Inclusion - Personal development, behaviour and we

Status: In Progress

Responsible: CT

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Achieve National Children's Bureau Wellbeing Award

Strategy: Lead school through a process of self-evaluation, action planning and evidence collection

With this award, school demonstrates commitment to:

- Promoting mental health as part of every day school life
- Improving the emotional wellbeing of their staff and pupils
- Ensuring mental health problems are identified early and appropriate support provided
- Offering provision and interventions that matches the needs of its pupils and staff
- Raising awareness of the importance of mental health awareness
- Capturing the views of parents, pupils and teachers on mental health issues

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Complete online self evaluation using proforma.	Gather the views of all stakeholders - parents, staff, pupils, governors.	06/11/18 to 21/12/18	CT	High
Completed	Create change team.	Establish members of the change team and their role.	13/11/18 to 21/12/18	CT	High
Completed	Create action plan.	Work with the award framework to implement the school's action plan.	13/11/18 to 30/06/19	CT	High
Not Completed	Build portfolio of evidence.	Collect evidence to meet the award framework.	13/11/18 to 30/11/18	CT	High

Success Criteria

Description	Completed
1. Use of NCB framework to review, map and plan high quality professional development.	No
A focus on 'impact and outcomes' for pupils which demonstrates specific and wider impacts of Wellbeing policies and interventions.	No
3. A multitude of comprehensive Objectives achieved within the Wellbeing Award Framework, and a number of KPIs set out within each.	No
Verification and accreditation.	No
North Tyneside Emotional well-being and mental health audit	No
North Tyneside Action Plan	No

Staff Time

Action	Title	Value (h)
Complete online self evaluation using proforma.	Time to administer and review the responses from stakeholders.	5.00

Literacy- Teaching, Learning, Assessment

Status: In Progress

Responsible: LM

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Transfer and embed Literacy skills within the wider curriculum

Strategy: Monitor and evaluate current practice in all aspects of Literacy. Ensure accurate individual, pupil and cohort assessments through triangulation of a range of data sources. Ensure robust judgements through cross moderation within school, Local Authority and use of National exemplar materials. Present clear and concise information to Governors which outline strengths and areas of development.
Provide training and explore opportunities with staff to enable innovative planning for literacy skills which permeate all aspects of the curriculum. Monitor topic work regularly and feedback to staff. Share good practice and plan support for identified areas of development.

Monitoring \ Evaluation: A well embedded Talk for Writing approach was evident in the most recent book scrutiny. Staff have voiced concern over some elements of the approach leading to lack of pace. This has been discussed and more opportunities for incidental writing will be built in when required. Marking and feedback is generally consistent. Following training and discussion around workload, strategies have been discussed with regards to reducing the frequency of deep marking. Staff need to seek opportunities to provide children with more opportunities to deepen their understanding and transfer their learning. Teaching observed has been consistently good. NQT teaching skills are developing and an experienced mentor has been assigned. Use of rapid feedback alongside more regular but shorter drop in sessions have proven successful and have been well received by staff. I have a better overview of what is being taught and how it is being taught as well as an understanding of training or peer support requirements. There is strong evidence of literacy skills being taught across the curriculum especially reading and vocabulary which is not always evidenced in books but has been observed.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Book Scrutiny	Half Termly book scrutiny validated termly by LA. Triangulation of data, children's work, pupils voice. Moderation within and across schools.	19/11/18 to 30/08/19	LM	High
Completed	Learning Walks/Observations	Schedule Learning Walks Monitor quality of teaching and learning. Complete rapid feedback. Act upon areas for development. Schedule staff training if required.	01/09/18 to 31/08/19	LM	Medium
Not Completed	Pupil Voice	Devise a questionnaire to capture the views of the children about their learning. Collate and evaluate responses. Upload responses to SeeSaw	01/09/18 to 31/08/19	LM	Medium
Completed	Governor Presentation	Prepare a presentation to governors outlining data headlines and action points.	01/09/18 to 31/08/19	LM	Medium
Completed	Training	Attendance at relevant training sessions. Disseminate information to staff.	01/09/18 to 31/08/19	LM	Medium

Success Criteria

Description	Completed
Progress and consistent practice evidenced in book scrutiny	No
Teaching is at least good as observed in regular drop-ins and documented in rapid feedback	Yes
Rapid feedback and resulting dialogue evidences reflective practice	Yes
Evidence of Literacy skills being effectively taught across the curriculum	Yes

Staff Time

Action	Title	Value (h)
Book Scrutiny	6x 3 hours morning sessions covered in house by TA	18.00
Book Scrutiny	3 X staff meetings	6.00
Learning Walks/Observations	Release time	4.00
Pupil Voice	Release time	3.00

Literacy- Outcomes for pupils

Status: In Progress

Responsible: LM

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To maintain attainment at above expected standard and ensure pupil progress is at least in line with national data across all year groups.

Strategy: Planning effectively meets the needs of all pupils and engages all learners. Teachers know precisely and accurately the current achievement of pupils through pre and post assessments, feedback marking, Assessment for Learning and relevant testing. Groupings of learners are fluid and responsive to pupils grasp of skills and knowledge to enable all pupils to make progress. Progress and attainment is mapped and tracked through Target Tracker and is an accurate judgement of achievement when evidence sources are triangulated. Information is shared with parents in a timely fashion, including homework and guidance videos. High expectations pervade all curriculum areas and standards are consistent across all books. Moderation validates all judgements.

Monitoring \ Evaluation: A review of Target Tracker data and progress information has provided all staff with a clearer understanding of the attainment and progress of all children. Professional discussions have identified those children who require specific intervention programmes eg precision teaching
A termly dialogue of progress and attainment is discussed as a whole team to ensure all staff involved are clear about individual targets and areas of focus.
Triangulation between data, evidence and discussion is having a positive impact on the accuracy of judgements.
On going assessments including start and end points within intervention groups enables staff to measure small steps being attained by those making slower progress as well as informing next steps in learning.
Some intervention groups have been affected by staff absence, however, when there has been little disruption, interventions have had impact.
Daily drop-ins are having impact on improving basic skills.
Weekly book scrutiny moderation is having impact on teachers' increasing expectations.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Data Analysis	Analyse data from a range of sources including: Target Tracker, Phonics scores, Hodder etc to monitor progress of children across the school. Fine analysis eg rate of progress, identifies children who may benefit from intervention or additional support.	03/09/18 to 31/08/19	LM	Medium
Not Completed	Triangulation	Work alongside LA consultant and SLT to triangulate evidence sources and validate teacher judgements.	03/09/18 to 31/08/19	LM	Medium
Not Completed	Observation/Drop in	Monitor and evaluate the quality of teaching and learning at all levels and across all abilities.	03/09/18 to 31/08/19	LM	Medium
Not Completed	Book Scrutiny	Monitor books to ensure consistency of approach, expectations and marking is evident within and across phases. Feedback is successful in moving children on in their learning.	20/11/18 to 31/08/19	LM	Medium
Not Completed	Moderation	All staff involved in termly moderation of books across the school.	03/09/18 to 22/07/19	LM	Medium
Not Completed	Pupil Progress Grids	Populate pupils progress grids and update half termly.	01/09/18 to 15/07/19	LM	Medium
Not Completed	Intervention Groups	Organise intervention groups for those children making less than good progress from their given starting points. Use entry and exit data to measure progress. Monitor and evaluate groups.	03/09/18 to 21/07/19	LM	Medium

Success Criteria

Description	Completed
Use of half termly data on TT and progress grids evidences attainment and progress of all pupils.	Yes
Triangulation of all evidence sources confirm accurate judgements	Yes
. A range of diagnostic assessments inform planning and interventions	Yes
. Interventions are implemented swiftly and progress of targeted pupils can be evidenced	Yes
Books evidence effective feedback marking which drives improvement	Yes
Regular drop ins and Learning walks confirm at least good teaching which impacts upon the progress of learners.	Yes
Moderation validates teacher judgements	Yes

Staff Time

Action	Title	Value (h)
Triangulation	Release time half termly	18.00
Observation/Drop in	Regular 10/15 min drop in sessions.	20.00
Book Scrutiny	Half termly book scrutiny.	18.00
Moderation	Termly moderation	6.00

Literacy-Leadership and Management

Status: In Progress

Responsible: LM

Priority: Medium

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Improve and raise the profile of the teaching of vocabulary, including the teaching of spelling from N-Y6.
Explore the benefits of meta cognition with a view to implementing this approach in school.

Strategy: All staff actively seek opportunities to enhance and improve pupils vocabulary. Daily reference is made to new words and recognition is given to those who are able to articulate and/or transfer higher order vocabulary into their repertoire.
Literacy leader will research different approaches to the teaching of spelling and disseminate to staff. Teachers are able to share good practice.
Literacy leader will attend or join training/action research groups to explore the possibility of implementing meta cognition within school.

Monitoring \ Evaluation: Vocabulary teaching has been observed in all lessons across the whole curriculum. Learning new words and using correct terminology is well embedded across the majority of lessons some teachers focus upon a word of the day or week to strengthen vocabulary understanding.
Most classrooms are vocabulary rich with numerous prompts and word walls. Examples of good practice have been photographed and shared with staff. An environment walk highlighted areas of excellence and areas where improvements could be made.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Lesson drop in sessions	Regular lesson drop ins to observe the teaching of vocabulary. Attention will be given to the classroom environment to monitor how vocabulary and print is displayed and used by the children. Observation and discussion with children to understand how they are applying spelling knowledge/skills.	03/09/18 to 31/07/19	LM	Medium
Not Completed	Training	Literacy leader will attend relevant training with regards to the teaching of vocabulary and spelling. Access workshops delivered by the Trust. Research use of meta cognition. Disseminate all information to staff. Provide peer coaching .	03/09/18 to 31/07/19	LM	Medium

Success Criteria

Description	Completed
Direct and active teaching of vocabulary will be evident in the majority of lessons.	Yes
Classrooms will be vocabulary rich and children will readily access words to use, apply and transfer into both oral and written work.	Yes
Literacy leader will attend relevant training and provide regular updates to staff.	Yes
Literacy leader will offer peer coaching to share ideas and good practice.	No
Literacy leader will deliver training on the subject of meta cognition following training / research on the subject.	No

Staff Time

Action	Title	Value (h)
Training	Training courses as appropriate	10.00

Maths - Teaching & Learning

Status: In Progress

Responsible: LP

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Improve the quality of teaching and learning in the classroom

Strategy: From the latest book scrutinies it is clear that there is a need for further training on procedural variation and making links. The LA Adviser has been booked to deliver a staff meeting on this subject to ensure a consistent approach throughout the school.

Monitoring \ Evaluation: Training has taken place and an initial book scrutiny has been carried out. This will be followed up with a second book scrutiny with an LA adviser in the summer term to ensure techniques learned are being used effectively throughout the school.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Book LA adviser to deliver training	Contact Lisa Hetherington/Richard Brown to arrange staff meeting Liaise with Sharon Trundle to book a staff meeting session	03/09/18 to 19/07/19	LP	Medium
Completed	Deliver training to all staff who teach Maths	Staff meeting delivered with the expectation that all staff will be going to plan work that supports pupils to make links in their learning.	03/09/18 to 19/07/19	LP	Medium
Completed	Book Scrutiny	Focus on opportunities to make links and patterns in numbers as well as progress	03/09/18 to 19/07/19	LP	Medium
Completed	Feedback Staff Meeting	Discuss future target areas and share good practice	03/09/18 to 19/07/19	LP	Medium

Success Criteria

Description	Completed
Staff training to introduce procedural variation & marking links	Yes
Review implementation through book scrutiny	No
Review of effectiveness through planned staff meeting	No

Staff Time

Action	Title	Value (h)
Deliver training to all staff who teach Maths	Staff Meeting	1.00
Book Scrutiny	Book scrutiny	3.00

Maths - Outcomes for Pupils

Status: In Progress

Responsible: LP

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 13/05/19

Description: To maintain attainment at above expected standard and ensure pupil progress is at least in line with national data.

Strategy: Closely monitor the progress of pupils from year to year with a greater focus on Y2 and Y6. Ensure pupils are well prepared for the end of phase SATs. Where pupils are not making expected progress identify catch-up interventions and booster groups.

Monitoring \ Evaluation: Close monitoring of the Y6 pupils is being carried out on a weekly basis. Targeted interventions are being carried out on a daily basis in the lead up to SATs. Information is being collated onto an ongoing progress chart to ensure the majority of pupils are making at least expected progress.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Accurate Starting Points	Identify starting points from end of previous phase of learning by use of assessment conversion chart within Target Tracker	27/11/18 to 11/12/18	LP	Low
Completed	Populate Progress Grid	Use recent assessments and target tracker information to plot the progress of all pupils. Update this information on a half termly basis	27/11/18 to 11/12/18	LP	Medium
Completed	Identification of pupils for Interventions	Use Target Tracker and teacher assessments to identify those children making below expected progress.	04/12/18 to 18/12/18	LP	Medium
Completed	Delivery of Catch-up Interventions	Suitable interventions being carried out by target	04/12/18 to 18/12/18	LP	Medium
Not Completed	Re-assessment of Pupils	Pupils to be re-assessed on a regular basis and groupings to be changed when appropriate.	04/12/18 to 18/12/18	LP	Medium

Success Criteria

Description	Completed
Starting points from end of previous phase of learning identified	Yes
Pupils plotted on progress grid	Yes
Catch-up interventions being carried out	Yes
All pupils making at least expected progress	No

Staff Time

Action	Title	Value (h)
Accurate Starting Points	Introduce assesment conversion charts during staff meeting	1.00

Maths - Quality of Teaching, Learning & Assessment

Status: In Progress

Responsible: LP

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Mathematics -To embed the new assessment procedures throughout the school.

Strategy: To ensure that procedures introduced in academic year 2017-18 are embedded throughout the school. Work with the Local Authority Advisers to identify areas for further development.

Monitoring \ Evaluation: An initial meeting was delivered to clarify agreed procedures from academic year 2017-18. This was then followed up in two further book scrutinies and following each of these scrutinies feedback was given to all staff and minor alterations made and distributed to staff.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	1. Staff meeting to clarify and agree expectation	Deliver staff meeting on training day Give all staff list of expectations for reference Discuss, amend and agree assessment procedures	01/09/18 to 31/08/19	LP	High
Not Completed	Regular book scrutinies	Termly book scrutinies to be carried out alongside NT Maths adviser	03/09/18 to 19/07/19	LP	Medium
Completed	Distribute feedback and take action	Distribute feedback using perspective lite and discuss any issues with individual staff members.	03/09/18 to 19/07/19	LP	Medium
Not Completed	Review feedback and actions	Ensure all staff have acted upon the advice given and look for evidence in future book scrutinies	03/09/18 to 19/07/19	LP	Medium

Success Criteria

Description	Completed
Staff meeting to clarify and agree expectations	Yes
Common thread seen in all Maths books	Yes
Review effectiveness of agreed procedures	No

Staff Time

Action	Title	Value (h)
1. Staff meeting to clarify and agree expectation	Preparation of materials	3.00
1. Staff meeting to clarify and agree expectation	Delivery of meeting	1.00
Review feedback and actions	Book Scrutiny & feedback time	5.00

MFL- Quality of teaching, learning and assessment.

Status: In Progress

Responsible: GN

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To ensure that children of receiving high quality French lessons.

Strategy: Ensure that all staff have up to date subject knowledge, access to planning and resources to enable them to teach high quality French lessons.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Required documentation	Provide staff and update staff with all relevant documentation.	22/11/18 to 19/07/19	GN	Medium
Not Completed	Assessment	Ensure that staff know how use and are inputting termly assessment information for French.	22/11/18 to 05/04/19	GN	Medium

Success Criteria

Description	Completed
All staff will be following the North Tyneside MFL programmes.	Yes
All staff are aware of the units they must cover throughout the two year cycle.	Yes
All staff can access and use Target Tracker to track children's progress in French.	No
Target Tracker will show good progression in French.	No

Staff Time

Action	Title	Value (h)
Required documentation	Copies of documentation	0.50
Assessment	Ask staff and look on Target Tracker.	0.50

MFL- Outcomes for pupils

Status: In Progress

Responsible: GN

Priority: Medium

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Ensure that all children make good progress in French. Provide opportunities for those that show a strength or real interest in learning languages to further develop their skills.

Strategy: Ensure children are provided with French lessons that are of a high standard. Set up an Italian club in order to provide children with the opportunity to develop their skills, for those that show a strength or real interest in learning languages.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Letter	Send out letters to children in KS2, describing the Italian Club that I will be setting up. 12 children can attend for half an hour during a lunchtime.	21/11/18 to 03/04/19	GN	Medium
Not Completed	Selection	Select and inform the 12 successful pupils.	21/11/18 to 05/04/19	GN	Medium
Not Completed	Plan sessions	Plan and prepare resources for 6 sessions.	21/11/18 to 05/04/19	GN	Medium
Not Completed	Evidence	Take photos of children participating in activities. Make pic collage for MFL portfolio and post on Seesaw.	21/11/18 to 24/05/19	GN	Medium

Success Criteria

Description	Completed
Children who have language skills and an interest in doing so can access extra-curricular activities.	No
Target tracker will show progress for all children.	No
Posts on Seesaw will show high quality teaching and progression from Year 1 to Year 6.	No

Staff Time

Action	Title	Value (h)
Plan sessions	Plan and resource	2.00

MFL- Effective Leadership and Management

Status: In Progress

Responsible: GN

Priority: Medium

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Promote the enjoyment of languages and widen the children's experiences.

Strategy: Lead and promote the appreciation and knowledge of different cultures and countries. This will be through a creative day, which will be organised in phases so that all children experience three different countries. Set up an Italian club, so that children have the opportunity to learn a new language.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Introduce the concept to staff.	During Staff Briefing, introduce idea for International Day during the first half term of summer term. This will give plenty of time to prepare, as it will be going ahead in the second half.	07/05/18 to 25/05/18	GN	Medium
Not Completed	Resources	Research and prepare some ideas and resources that staff can utilise. Offer further support to staff.	21/11/18 to 25/05/19	GN	Medium
Not Completed	International Day	Oversee activities and offer support when activities are being carried out.	21/11/18 to 05/07/19	GN	Medium
Not Completed	Evidence	Collect evidence of International Day and use for MFL portfolio and Seesaw posts.	21/11/18 to 05/07/19	GN	Medium
Not Completed	Pupil Voice	Collect children's views on MFL in school.	21/11/18 to 12/07/19	GN	Medium

Success Criteria

Description	Completed
Children will access activities relating to three different countries.	No
Children's enjoyment of learning about different countries and cultures will be evident in photographs posted on Seesaw and recorded in the MFL portfolio. .	No
Responses from Pupil voice will clearly show that International Day has been very successful in promoting learning about different countries and cultures.	No

Staff Time

Action	Title	Value (h)
International Day	G.N to be released for an hour to oversee activities? Cover internally.	1.00

Music- Quality of teaching, learning & assessment

Status: In Progress

Responsible: ZS

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To ensure that children are receiving high quality teaching in music

Strategy: Ensure that all staff have up to date subject knowledge and resources to be able to teach and assess music effectively.

Monitoring \ Evaluation: All staff have music documentation and are confident to use Charanga and Sing Up in lessons.
Staff are following the singing strategy and children are showcasing songs in singing strategy assemblies.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Provide staff with music documentation	Ensure all staff have comprehensive music overview for Cycle A and B	01/09/18 to 28/09/18	ZS	Medium
Completed	Ensure all staff have passwords for music websites	Give out all passwords to staff	03/09/18 to 28/09/18	ZS	Medium
Not Completed	Staff know how to assess music in target tracker	Staff meeting time	01/09/18 to 31/08/19	ZS	Medium

Success Criteria

Description	Completed
All staff are following the singing strategy documentation	Yes
All staff are using Charanga and Sing Up in music lessons	Yes
All staff can assess music using target tracker	Yes
All staff know what music to teach throughout the two year cycle	Yes
All staff are linking music teaching to whole school curriculum skills	No
All staff are teaching wider opportunities over the 2 year cycle	Yes

Staff Time

Action	Title	Value (h)
Provide staff with music documentation	Update, copy and share music documentation with all staff	1.00
Ensure all staff have passwords for music websites	Give out passwords to all staff	1.00
Staff know how to assess music in target tracker	Target tracker	3.00

Music- Personal development, behaviour and welfare

Status: In Progress

Responsible: ZS

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Develop an outdoor music area in line with OPAL

Strategy: Develop an outdoor music area in line with OPAL. Collect equipment to go in outdoor area

Monitoring \ Evaluation: Outdoor area completed and used regularly by pupils. Children's behaviour across the school during playtimes has improved

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Collect music resources	Ask children, staff, parents for equipment that could be used for outdoor music area	13/11/18 to 27/11/18	ZS	Medium
Completed	Create outdoor area	Collaborate and discuss with OPAL team about creating the most effective space and equipment for music area outside	13/11/18 to 27/11/18	ZS	Medium

Success Criteria

Description	Completed
Music area outside	Yes
Children's musical confidence and enjoyment improves	No
Children's behaviour at playtimes improves	Yes

Staff Time

Action	Title	Value (h)
Collect music resources	Ask staff, pupils and parents for equipment e.g. old pots and pans	3.00
Create outdoor area	Discussion with colleagues	2.00

Music- Effectiveness of leadership and management

Status: In Progress

Responsible: ZS

Priority: Medium

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Further promote the Singing Strategy across school.
Achieve ArtsMark Gold Award for the school.

Strategy: Ensure staff have adequate and appropriate information about songs in order to practice and be able to perform during Singing Strategy assemblies. Work with colleagues to achieve ArtsMark Gold Award.

Monitoring \ Evaluation: All staff have curriculum overview for their own phase so they are singing songs and accessing music that is appropriate to their age and ensures progression across the school. Key skill in music document has been updated to inform future planning. We have had a singing strategy sharing assembly in Autumn term and one is planned for May 21st 2019.
Elmer the Elephant is coming to school. Our Grandparents' Singalong is linked to colours and the children are going to compose a song about Elmer in classes. This is a step towards the Arts Mark Gold Status.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Staff have singing strategy documentation	Hand out singing strategy documentation to all staff and ensure they understand which songs they need to learn in their year group	03/09/18 to 28/09/18	ZS	Medium
Not Completed	ZS to attend regular music network meetings	Meetings through NTMEH led by Julie Dorr, Primary Music Advisor	01/09/18 to 31/08/19	ZS	Medium
Not Completed	Promote Elmer through song	Children compose their own songs about Elmer	01/09/18 to 31/08/19	ZS	Medium

Success Criteria

Description	Completed
Termly Singing Strategy assemblies/performance.	Yes
Children are singing songs appropriate to their phase	Yes
All staff are aware of music curriculum updates	Yes
The school achieves Arts Mark Gold Status	No

Staff Time

Action	Title	Value (h)
ZS to attend regular music network meetings	Music network meetings	3.00

Music- Outcomes for pupils

Status: In Progress

Responsible: ZS

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Ensure that all children make good progress in music. Ensure those children who show talent are challenged and given the opportunities to develop their skills further.

Strategy: High quality class music teaching
Ensure that children showing talent are given opportunities to access extra-curricular events
Liaise with peripatetic music teachers

Monitoring \ Evaluation: Peripatetic music teachers were observed by SLT in January 2019.
G&T events through NTEMH- Ukulele day for talented ukulele players 23rd May.
Choir is growing in numbers and the children have attended The Charity Concert at the Whitley Bay Playhouse and were given the opportunity to record a CD at a local recording studio.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Liaise with peripatetic music teachers	Liaise with peripatetic music teachers about children's exam results	13/11/18 to 19/07/19	ZS	Medium
Not Completed	Ensure music coordinator is aware of G&T events	Get information from music networks	13/11/18 to 19/07/19	ZS	Medium
Not Completed	Monitor target tracker results	Monitor target tracker results	13/11/18 to 19/07/19	ZS	Medium

Success Criteria

Description	Completed
Talented musicians can access extra-curricular activities and events	No
See-saw evidence shows evidence of progression throughout the school	No
Chn who have instrumental lessons make good progress in exams	No
Assessment on target tracker indicates progress	No

Staff Time

Action	Title	Value (h)
Liaise with peripatetic music teachers	Liaise with peripatetic music teachers	2.00
Ensure music coordinator is aware of G&T events	Music networks	3.00
Monitor target tracker results	Termly target tracker monitoring	3.00

PE - Effectiveness of leadership and management.

Status: In Progress

Responsible: NW

Priority: High

Monitor: Head

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Achieve School Games Mark Bronze Level

Strategy: Collate evidence relevant to Sports Mark criteria during the school year.
When application window opens in May, PE leader to input information online to evidence that criteria are met.

Monitoring \ Evaluation: Some after school clubs have been held for a range of age groups, however there will be more opportunities provided in the second half of the year. Some of the clubs are organised by staff members whilst others are outside agencies who are booked to run a club.

Adults leading after school clubs should keep a register of attendees and pass on a copy to NW for monitoring purposes and as evidence for Activemark.

School games mark assembly was held. Led by NW. Jess Watson took photographs.

School games noticeboard has been placed in UKS2 corridor - displays school games mark values, photos from competitions etc

Regular inter/intra competition opportunities arise throughout the year. NW keeps records of those who have taken part for purposes of Activemark.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Offer a range of after school clubs.	Plan for after school clubs that will take place throughout the year. Aim to provide opportunities for pupils of all ages.	06/11/18 to 19/07/19	NW	Medium
Not Completed	Keep registers of attendance at after school clubs	NW to make/keep copies of registers for each sports club held after school.	01/09/18 to 19/07/19	NW	Medium
Not Completed	Record inter school competitions participation.	NW to keep a record of all sports events attended across school and names of children participating.	01/09/18 to 19/07/19	NW	Medium
Not Completed	Record intra school competition participation.	Record events held within school. Photographic evidence to be shown in PE portfolio.	01/09/18 to 19/07/19	NW	Medium
Completed	Hold school games mark assembly.	Present values associated with School Games Mark to children in an assembly, using images from school games mark website.	06/11/18 to 21/12/18	NW	Medium
Not Completed	School games noticeboard within school.	Purchase sundela board, backing paper, border and following assembly, create a noticeboard related to School games Mark for children to refer to.	06/11/18 to 21/12/18	NW	Medium

Success Criteria

Description	Completed
Offer a range of after school clubs.	Yes
Keep registers of attendance at after school clubs.	No
Record inter school competitions pupils participate in.	No
Record intra school competition participation.	No
Hold school games mark assembly to highlight values.	Yes
School games noticeboard within school.	Yes

Cost

Title	Description	Budget Year	Budget Code	Value (£)
Record inter school competitions participation.	Bus to transport teams.	Financial Year 2018/2019	-	1,000.00
Record inter school competitions participation.	Festival participation.	Financial Year 2018/2019	-	550.00
Record inter school competitions participation.	New football kits.	Financial Year 2018/2019	-	450.00
Record intra school competition participation.	Refreshments for Sports Day.	Financial Year 2018/2019	-	32.00
School games noticeboard within school.	Materials for noticeboard.	Financial Year 2018/2019	-	35.00

Staff Time

Action	Title	Value (h)
Record inter school competitions participation.	Staff required to attend competitions with teams.	16.00
Offer a range of after school clubs.	NW skipping club NW dance club	21.00
School games noticeboard within school.	Time to prepare board and mount messages.	1.00

PE Personal development, behaviour and welfare

Status: In Progress

Responsible: NW

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Implementation of OPAL across school.

Strategy: Development of a working party to develop and implement OPAL across school.

Monitoring \ Evaluation:

Working party was set up and meets regularly to review OPAL process and keep the process moving forward.

Grounds plan was produced by OPAL and during meetings, working party drew a plan for individual areas which was shared with whole staff, meeting to list and order equipment and regular meetings scheduled to determine future requirements.

Working party, led by ST produced an action plan which has been shared at meetings to assess progress.

Sports funding has been utilised to incorporate new sporting opportunities as part of OPAL including outdoor table tennis, pogo sticks, balls for shooter etc.

Central area of the field is to be utilised for sports activities including athletics, rugby and rounders. An area of the yard is designated for PE but table tennis tables may need to be relocated.

Wide ranging opportunities to develop many movement skills specially gross motor skills. Think about fine motor provision as the year progresses.

Number of incidents logged by NW on CPOMS has reduced greatly.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Develop a working party for OPAL	Key members of SLT and interested staff to volunteer for OPAL working party.	04/09/18 to 25/09/18	NW	Medium
Completed	Schedule meetings of OPAL working party	OPAL working party to agree dates for meetings, along with Ingrid from OPAL to move the project forward.	04/09/18 to 19/07/19	NW	Medium
Completed	Develop a plan of school grounds	Working party to develop a plan for the school to include specific areas of activity, including wet areas and dry areas.	04/09/18 to 26/10/18	NW	Medium
Completed	OPAL action plan development	Using software provided by OPAL produce an action plan for Westmoor to be reviewed during OPAL meetings.	04/09/18 to 26/10/18	Head	Medium
Not Completed	Development PE opportunities within OPAL	In planning areas around the site, consider activities and inclusion of PE	04/09/18 to 19/07/19	NW	Medium
Completed	Plan Sports zones for curriculum	When planning the zones of activity on the grounds plan, ensure areas for PE teaching are still provided e.g. athletics track	04/09/18 to 26/10/18	NW	Medium
Completed	Develop opportunities for developing motor skills	A wide range of opportunities to be included to help build both gross and fine motor skills.	04/09/18 to 21/12/18	NW	Medium
Not Completed	Monitor frequency of behaviour incidents on CPOMS	Playtime incidents to continue to be added via CPOMS, ST and NW to monitor frequency and type of incidents which occur and if regularity of incidents goes down.	04/09/18 to 26/07/19	NW	Medium
Not Completed	Pupil voice	Carry out pupil voice at termly intervals to gauge children's interest, enthusiasm and excitement for the OPAL opportunities provided. Ascertain which areas children have not been as interested in and ask their opinions as to what else they might like to have or zones which could be developed.	05/11/18 to 19/07/19	NW	Medium

Success Criteria

Description	Completed
Working party	Yes
Regular meetings of working party	Yes
Develop a grounds plan	Yes
Develop plan of action going forward	Yes
Develop specific opportunities for PE and sports	Yes
Plan for sports areas on field for curriculum teaching	Yes
Provide opportunities for development of gross and fine motor skills	Yes
Monitor frequency of behaviour incidents through CPOMS	Yes
Carry out pupil voice at regular intervals to ascertain children enjoyment or areas they'd like to develop.	No

Cost

Title	Description	Budget Year	Budget Code	Value (£)
Develop a plan of school grounds	Staff release to attend OPAL meetings	Financial Year 2018/2019	-	2.00
Develop a working party for OPAL	Staff release to attend OPAL meetings monthly	-	-	22.00
Schedule meetings of OPAL working party	Staff release to attend OPAL meetings	-	-	22.00

PE - Teaching, Learning and Assessment.

Status: In Progress

Responsible: NW

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Ensuring lessons are effectively planned and taught, skills taught in appropriate year groups.

Strategy: Key skills documents will be provided for all PE teaching staff and end of year assessment based on key skills to be completed for each child.

Monitoring \ Evaluation: CPD opportunities offered to staff as they are given to NW from authority. NW led CPD on gymnastics equipment.

Staff have begun to look at key skills and document for PE is completed. KS1 and 2 have Val Sabin scheme of work.

Swimming teachers to provide data on Year 6 children when assessed May/June 2019 and for Year 3/4 children in July 2019.

Staff are utilising target tracker to now track the progress of children in foundation subjects.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Key Skills document for each year group.	-	04/12/18 to 15/02/19	NW	Medium
Not Completed	Update curriculum overview.	-	04/12/18 to 21/12/18	NW	Medium
Not Completed	Audit CPD requirements.	-	04/12/18 to 15/02/19	NW	Medium
Not Completed	Pupil voice.	-	04/12/18 to 15/02/19	NW	Medium
Not Completed	Target tracker.	Staff to use target tracker to record pupil progress.	04/12/18 to 19/07/19	NW	Medium
Not Completed	Develop proforma for KS2 to KS3 transition.	-	04/12/18 to 19/07/19	NW	Medium
Not Completed	Top up swimming lessons.	Determine which members of Year 6 require top up PE lessons in order to attain 25m standard by end of KS2.	04/12/18 to 19/07/19	NW	Medium

Success Criteria

Description	Completed
Provide relevant CPD for staff as required and/or provided by authority.	No
Provide a well planned, skills based curriculum.	Yes
Ensure assessment data is passed on from swimming teachers at Lakeside to inform planning for future lessons.	No
Use target tracker to monitor pupil progress in PE.	Yes
Create a document for transition purposes to enable information regarding levels and specific talents to be passed on to high school.	No

Cost

Title	Description	Budget Year	Budget Code	Value (£)
Top up swimming lessons.	Cost of swimming instructors.	-	-	720.00

Staff Time

Action	Title	Value (h)
Audit CPD requirements.	Staff meeting	0.50
Develop proforma for KS2 to KS3 transition.	PE co-ordinator time taken to devise and produce proforma.	1.00
Key Skills document for each year group.	Time to research, look at skills developed through Val Sabin scheme of work.	4.00
Pupil voice.	PE co-ordinator time to meet with group of children.	0.50
Top up swimming lessons.	TAs to supervise children going to swimming baths.	18.00
Update curriculum overview.	PE co-ordinator time to review current document and amend as necessary.	2.00

Phonics - Leadership

Status: In Progress

Responsible: AC

Priority: High

Monitor: DB

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To raise standards in Phonics

Strategy: Through well assessed, strategically planned and delivered lessons children will acquire the relevant phonic knowledge expected by the end of Year 1. Identification of children who need extra-intervention. Greater communication with parents and staff.

Monitoring \ Evaluation: We have had a phonics meeting with Parents and the attendance was good - Parents were keen to ask questions since and have shared good practise on the Seesaw group which has been set up for all Year 1 parents to access. Parents now have access to phonics videos made by year 2 children on Seesaw for phase 3 - need to create and upload phase 5 sounds. Packs to support children still working within phase 3 have been produced, sent home and have been observed to have good impact. Parents are keen to support their children at home when provided with resources. Through discussion with AC, it is evident that this target has been fully actioned, with evidence of impact.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Arrange phonics parent meeting	Work with CM to put together ppt and handouts for parents to inform about phonics in yr1 including the screener.	03/09/18 to 03/10/18	AC	Medium
Completed	Parents meeting	Send out invites to phonics meeting - to take place Friday morning while children are in assembly. Answer any questions parents have.	17/09/18 to 05/11/18	AC	Medium
Completed	Set up phonics seesaw account	Set up parent seesaw account where parents can share ideas and also see specific phonics homework for the week.	01/10/18 to 30/10/19	AC	Medium
Completed	Phase 3 sounds on Seesaw	Select two year 2 children (inc parent permission) and create a video clip of how to correctly say pure sounds. Create video and share with parents on phonics group.	01/10/18 to 05/11/18	AC	Medium
Completed	Alien words in FS	Encourage use of alien words in Reception - discuss with HH	17/09/18 to 28/09/18	AC	Medium
Completed	Resourcing alien words	Find alien words PDF for phase 2/3 for Reception using twinkl and signpost staff to the folder where they are saved. Remind staff that alien words should be read and not written.	17/09/18 to 05/10/18	AC	Medium
Completed	Phase 3 interventions	Resources and make phase 3 alien/real word packs for identified children to take home (year1 only).	28/09/18 to 28/11/18	AC	Medium

Success Criteria

Description	Completed
Phonics parent meeting	Yes
Sharing phonics sounds on Seesaw.	Yes
Developing the use of phonic homework and sharing on Seesaw.	Yes
Phonics parent community on Seesaw	Yes
Encouraging staff in Foundation Stage to introduce alien words from Phase 2	Yes
Intervention packs to be produced	Yes
Accurate use of assessment	Yes
Fluidity of phonics groups	Yes

Phonics - Outcomes for pupils

Status: In Progress

Responsible: AC

Priority: High

Monitor: DB

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To ensure children meet their full potential and pass the phonics screener - meeting expected standard and above, linked to the school's decile.

Strategy: We will ensure that children will meet expected standard or above in Phonics by having well planned and delivered fluid groups throughout Reception and KS1. Staff will ensure that Parent's are aware of the importance of Phonics and give them resources and empower them with skills to practise Phonics at home with their child through Parent Phonics Meetings and detailed, accessible Seesaw resources. Planning will be available for all staff for each of the phases they are teaching and be able to reflect on and use regular assessments to further inform future planning.

Planning effectively meets the needs of all pupils and engages all learners. Teachers know precisely and accurately the current achievement of pupils through pre and post assessments, feedback marking, Assessment for Learning and relevant testing. Groupings of learners are fluid and responsive to pupils grasp of skills and knowledge to enable all pupils to make progress. Progress and attainment is mapped and tracked through Target Tracker and is an accurate judgement of achievement when evidence sources are triangulated. Information is shared with parents in a timely fashion, including homework and help videos. High expectations pervade all curriculum areas and standards are consistent across all areas.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Parent phonics meeting	To plan and deliver a clear and effective phonics meeting to give parents more information linked to how we teach phonics in school. To inform parents and discuss any identified sounds which children and adults may find difficult. We will also discuss the Phonics screener process and empower them to support their children at home in addition to formal teaching in school with resources via Seesaw such as pure sounds videos and activities to complete.	17/09/18 to 05/11/18	AC	Medium

Status	Title	Description	Dates	Responsible	Priority
Completed	Fluid groupings	Regular staff meetings to discuss groups and ensure groups are fluid linking to assessments and screening results. Ensure that, through regular assessments and application in books, children are making progress.	10/09/18 to 19/07/19	AC	Medium
Completed	Phonics packs	To create phonics packs for home use for Phase 3 to ensure children have had practise with both real alien words. These packs are to be used and returned to school with completed forms to inform staff as to which sounds need extra practise in school.	10/09/18 to 26/10/18	AC	Medium
Completed	Parents	Set up a phonics Seesaw group to allow parents to share ideas linking to their home learning activities. This will allow parents to share ideas and ask questions to the 'Phonics community' allowing them to feel empowered to support their children at home. Enable the Seesaw app to allow parents to freely add photographs and notes to the group - outlining acceptable use of the site.	06/11/18 to 20/11/18	SD	Medium
Completed	Parents	Set up a phonics Seesaw group to allow parents to share ideas linking to their home learning activities. This will allow parents to share ideas and ask questions to the 'Phonics community' allowing them to feel empowered to support their children at home. Enable the Seesaw app to allow parents to freely add photographs and notes to the group - outlining acceptable use of the site.	06/11/18 to 20/11/18	AC	Medium

Status	Title	Description	Dates	Responsible	Priority
Completed	Phonics/spelling Homework	Create an interactive home activities pack linked to phonics sounds for parents and children to access on Seesaw (weekly sounds) to encourage and empower home learning. Home learning activities need to be more physical and exciting for the children to be keen to participate at home. Parents to share this learning through Seesaw group.	17/09/18 to 26/07/19	AC	Medium
Not Completed	Phonics Screening	<p>Ensure children are regularly exposed to alien and real words - being given the chance to blend and segment across the curriculum on a daily basis.</p> <p>LMP to carry out half termly screening.</p> <p>Ensure all staff are aware of the phonics screener focus and how to successfully and effectively reach the target.</p>	10/09/18 to 27/07/19	AC	Medium

Success Criteria

Description	Completed
Parent Phonics Meeting	Yes
Phase fluid phonics groups	Yes
Regular screening testing	Yes
Sharing of phonics sounds through Seesaw videos	Yes
Phonics based spellings tasks on Seesaw	Yes

Staff Time

Action	Title	Value (h)
Parent phonics meeting	AC/CM/CT - time to prep presentation and resources. 30 minutes to deliver session	1.50

Phonics - Quality of teaching, learning and assess

Status: In Progress

Responsible: AC

Priority: High

Monitor: AC

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Ensure that phonics is being taught well throughout KS1 and foundation stage.

Strategy: Through teaching and assessment I will monitor the progress of children.

**Monitoring \
Evaluation:**

FS have met with parents and discussed the importance of phonics in FS and how it works. They have started sending home learning tasks on Seesaw for children to complete alongside the phonics mats which are set out when the fluid groups move onto that group of sounds or phase. Parents are encouraged to share their home learning at home (Year 1 children) and to discuss any queries they have. I need to put together a portfolio of evidence when I have information from KS1 and FS.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Phonics drop ins	Arrange and take part in phonics drop ins throughout KS1 and FS to ensure that quality teaching of phonics is ongoing throughout those Key Stages alongside LMP. Ensure that staff are using pure sounds and are teaching the appropriate phase to targetted children - ensure all children are challenged within each group on a regular basis.	13/11/18 to 04/03/19	LM	Medium
Completed	Phonics home learning in FS	Work with the FS team to ensure children are having the opportunity to practise their phonics skills at home on a regular basis through the use of reading books initially.	13/11/18 to 01/01/19	AC	Medium

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Phonics within FS	Meet with HH to encourage the use of targeted intervention for children who are ready to access small group phase 2 phonics sessions in 2019 and that by the end of the school year, Nursery children have been introduced to phase 2 phonics sounds using discreet teaching techniques to ensure children are making adequate progress and are continually being challenged. AC to share planning with the Nursery staff if needed. Ensure that Reception children are aware of alien words within every day teaching to support them within the Phonics Screening Test in Year 1.	13/11/18 to 26/07/19	AC	Medium
Not Completed	Assessments	Review the uses of the phonics assessment sheet that was created last year - ask staff who use the assessment to suggest any changes that are needed to ensure the document is useful for planning and groupings.	13/11/18 to 26/07/19	AC	Medium
Not Completed	Monitoring evidence	- Phonics Portfolio (Evidence from Nursery to Year 2). - Monitoring home learning evidence on Seesaw.	13/11/18 to 04/03/19	AC	Medium

Success Criteria

Description	Completed
Phonics drop ins	No
Develop the use of assessments throughout FS and KS1	Yes
Phonics home learning in FS	Yes
Monitoring evidence of phonics sessions	No

PSHCE - Personal Development, Behaviour and Welfar

Status: In Progress

Responsible: CM

Priority: High

Monitor: DB

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Achieve National Children's Bureau Well-being Award

Strategy: Assist School Lead through a process of self-evaluation, action planning and evidence collection.
With this award, school demonstrates commitment to:

Monitoring \ Evaluation: Weekly meetings with CT to implement the Wellbeing Award.

Action plan created, confirmed by governing body and currently being implemented:
Display board made for children with information about mental health and support.
Website pages updated for parents, pupils and staff to give information about wellbeing and show places for support.
Training to staff on training day.
Assembly to whole school.
School council created 5 Steps to Wellbeing Initiative.
Reflection box.
Parent/pupil drop ins.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Complete online self evaluation using proforma.	Gather the views of all stakeholders - parents, staff, pupils, governors.	06/11/18 to 21/12/18	CM	High
Completed	Create change team.	Establish members of the change team and their role.	13/11/18 to 21/12/18	CM	High
Completed	Create action plan.	Work with the award framework to implement the school's action plan.	13/11/18 to 30/06/19	CM	High
Not Completed	Build portfolio of evidence.	Collect evidence to meet the award framework.	13/11/18 to 30/06/19	CM	High

Success Criteria

Description	Completed
Use of NCB framework to review, map and plan high quality professional development.	No
A focus on 'Impact and Outcomes' for pupils which demonstrates specific and wider impacts of well-being policies and interventions.	No
A multitude of comprehension objectives achieved within the Well-being Award Framework, and a number of KPIs set out within each.	No
Verification and Accreditation.	No
North Tyneside Emotional Well-being and Mental Health audit.	Yes

Staff Time

Action	Title	Value (h)
Complete online self evaluation using proforma.	Time to administer and review the responses from stakeholders.	5.00

RE- quality of teaching, learning and assessment

Status: In Progress

Responsible: PP

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To monitor standards, expectations, consistency and coverage within each year group

Strategy: To ensure curriculum coverage across all Key Stage Phases. Book scrutinies and curriculum strolls used to monitor teaching and learning strategies and delivery of RE curriculum.

Monitoring \ Evaluation:

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Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Consider book scrutiny/feedback proforma.	Think about best model to evidence and feedback finding of book scrutinies and curriculum strolls.	06/11/18 to 20/11/18	PP	Medium

Success Criteria

Description	Completed
Array of (ability appropriate) work produced in books.	No
class displays, Class books and Curriculum portfolio used to evidence variety of learning within RE across all phases.	No

Staff Time

Action	Title	Value (h)
Consider book scrutiny/feedback proforma.	Time allocated to research best fit book scrutiny/feedback proforma	2.50

RE- outcomes of pupils

Status: In Progress

Responsible: PP

Priority: High

Monitor: NW

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Incorporate extended writing opportunities within the RE curriculum across Key Stage phases.

Strategy: Ensure children are provided with an opportunity to write at length (with a Literacy focus). Book scrutinies with the Summer term will provide evidence of opportunities given.

Monitoring \ Evaluation:

-

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Book Scrutiny	Book scrutiny used to evidence extended writing opportunities with an appropriate Literacy focus	01/09/18 to 31/08/19	PP	Medium

Success Criteria

Description	Completed
extended writing opportunity with a Literacy focus within the RE curriculum	No
Transference of Literacy skills within extended writing.	No

Staff Time

Action	Title	Value (h)
Book Scrutiny	Time to look at books and feedback to staff	2.50

Science : Outcomes for Pupils

Status: In Progress

Responsible: CS

Priority: High

Monitor: LP

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To develop in the students confidence, progress and enjoyment in the subject

Strategy: Planning effectively meets the needs of all pupils and engages all learners. Teachers know precisely and accurately the current achievement of pupils through feedback marking, Assessment for Learning and relevant tests and assessment measures. Groupings of learners are responsive to pupils grasp of skills and knowledge to enable all pupils to make progress. Progress and attainment is mapped and tracked through Target Tracker. High expectations are to be adopted across the school and standards are consistent across all books.

Monitoring \ Evaluation: Children in Years 5 and 6 receive additional input , to overcome difficulties experienced in Science lesson, generally individual or small group work on Thursdays pm (PPA) or Friday am (long assembly)

Current whole school overhaul of the curriculum means that all year groups are currently reviewing their topics and the order in which staff teach the Science curriculum.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Book Scrutiny	To inspect pupil exercise books with reference to quantity, relevance and quality of tasks and work produced	06/11/18 to 01/07/19	CS	High
Not Completed	Half Termly Data	Monitor half termly data in Science across the school in Science.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Learning Objectives	In book scrutinies check that L.O.s are in line with National Curriculum.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Planning	Review what is taught to ensure a good balance of relevant skills and knowledge.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Assessment	Check that methods of assessment are being applied to determine pupil understanding / knowledge / skills level	04/12/18 to 12/07/19	CS	Medium
Not Completed	Intervention	Monitor use of intervention groups to allow children to catch -up.	04/12/18 to 01/07/19	CS	Medium
Not Completed	Feed Back Marking	In scrutinies check that pink and green comments reflect school policy.	04/12/18 to 01/07/19	CS	Medium
Not Completed	Learning Walks	Carry out at least two learning walks in year, to collect evidence the profile that Science is assuming in classes.	04/12/18 to 12/07/19	CS	Medium

Success Criteria

Description	Completed
Use of half-termly school data (TT) identifies levels of progress	No
Use of descriptor statements to inform teaching in all year groups	No
Planning that develops skills and knowledge in the subject	No
A range of diagnostic assessments inform planning and interventions	No
Interventions are implemented swiftly and progress of targeted pupils can be evidenced	No
Books evidence effective feedback marking which drives improvement	No
Learning walks confirm at least good teaching which impacts upon the progress of learners.	No

Staff Time

Action	Title	Value (h)
Book Scrutiny	3x2 hours	6.00
Assessment	Through book scrutinies	6.00
Feed Back Marking	Through book scrutinies	6.00
Half Termly Data	inputting data analysing data	9.00
Intervention	Interventions Reflection	12.00
Learning Objectives	Book Scrutiny	6.00
Learning Walks	Learning walks	2.00
Planning	Reviewing	6.00

Sci - personal development, behaviour and welfare

Status: In Progress

Responsible: CS

Priority: High

Monitor: LP

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Science - To develop in all children enthusiasm for the subject, understanding of the importance of being responsible and working safely and willingness to work collaboratively with others

Strategy: To disseminate information regarding safe working, to help other staff make risk assessments where necessary, to give opportunities for enrichment in Science, to value children's work in Science

Monitoring \ Evaluation: Display will be updated following whole class Science Day
Visits and speakers - as appropriate across the year
On - hand for advice to other members of staff and student teachers.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Display	To create a whole school Science display, following Science Day	04/12/18 to 12/07/19	CS	Medium
Not Completed	Safety	Make available information to staff to allow planning of safe delivery.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Enrichment	To chart the range of visits, speakers and outdoor activities undertaken.	04/12/18 to 12/07/19	CS	Medium

Success Criteria

Description	Completed
To have prominent displays of Science across the school	No
To give children opportunities to go on trips, work outdoors in Science, have relevant speakers visit, Science Club for UKS2	No
To provide staff with guidance regarding safety issues in Science	No

Cost

Title	Description	Budget Year	Budget Code	Value (£)
Enrichment	visitors, workshops,etc	-	-	500.00

Staff Time

Action	Title	Value (h)
Display	select, back and mount display work	3.00
Safety	compiling info on planning for safety	1.00

Science - Effective Leadership and Management

Status: In Progress

Responsible: CS

Priority: High

Monitor: LP

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Science - To develop own skills in order to support Science delivery across the school

Strategy: To access appropriate training, to keep own knowledge of curriculum and inspection guidance up to date, to provide resources required for teaching of the subject, monitoring of subject in school

Monitoring \ Evaluation: Course regarding the cross curricular links between Literacy and Science attended by self and Literacy Manager in February 2109.
Course on thinking skills in Science attended at Greenfields School.
Science Network attended - relevant information on Ofsted Inspection obtained and discussed.
Staff meeting to disseminate information to be delivered in Summer Term.
Some information regarding the new expectations researched .

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Own Training	Keep track of training offered and attend relevant training. Disseminate information to staff to other staff if appropriate.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Inspection Preparation	To acquire information regarding new Ofsted expectations/	04/12/18 to 12/07/19	CS	Medium
Not Completed	Update Knowledge of Methodology Studies	To read papers on current evidence of 'best practice' .	04/12/18 to 12/07/19	CS	Medium
Not Completed	Book Scrutinies	As referred to earlier	04/12/18 to 12/07/19	CS	Medium

Success Criteria

Description	Completed
Attend training to support skills	No
Read up on new inspection priorities	No
To read up on current academic studies on most effective delivery	No
Book scrutinies to monitor quality/ quantity and variety of children's work	No

Cost

Title	Description	Budget Year	Budget Code	Value (£)
Own Training	Training	-	-	700.00

Staff Time

Action	Title	Value (h)
Inspection Preparation	Read relevant info on OFSTED	3.00
Update Knowledge of Methodology Studies	Reading to update knowledge	5.00
Book Scrutinies	Book scrutinies	6.00

Science - Overall Effectiveness

Status: In Progress

Responsible: CS

Priority: High

Monitor: LP

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Science - To ensure that Science is taught to a high standard, that children enjoy Science and are confident in it, that progress across the good and that there is consistency in approach by all staff

Strategy: Overview of curriculum planning, pupil feedback, quality of work, target tracker data, evidence of making and work layout

Monitoring \ Evaluation: School discussions of long term planning ongoing
Essential Skills for each phase in Science produced.

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Long Term Planning	In light of the new planning, collect the coverage of the curriculum across the school.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Pupil Questionnaire	Interview School Council members to ascertain children's perceptions of Science	04/12/18 to 12/07/19	CS	Medium

Success Criteria

Description	Completed
Review long term planning	No
Pupil questionnaire	No
Book scrutiny for quality of pupil work	No
Book scrutiny for consistency of staff in implementing agreed procedures (L.O., feedback marking)	No

Staff Time

Action	Title	Value (h)
Long Term Planning	Review of the curriculum	3.00
Pupil Questionnaire	Pupil interviews and compiling data	2.00

Sci -Quality of teaching, learning and assessment

Status: In Progress

Responsible: CS

Priority: Medium

Monitor: LP

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: To ensure quality of the knowledge and skills taught in Science are high

Strategy: To provide relevant training or make it available to staff.
To support staff in the subject.
To monitor teaching and work in books.

Monitoring \ Evaluation: Booklets of Science courses provided by the Trust put on staff notice board as new courses available.
Available for advice - ongoing
Consumable Science Resources ordered in March

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Training	Distribute information regarding training offered by the trust.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Advice	Answer queries from members of staff.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Resources	Order consumables for Science.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Book Scrutinies	Two book scrutinies in the year - for range and appropriateness of activities.	04/12/18 to 12/07/19	CS	Medium
Not Completed	Subject Walk	To report on evidence of Science across the school and the profile given to the subject.	04/12/18 to 12/07/19	CS	Medium

Success Criteria

Description	Completed
Staff given details of training available in our learning partnership/	No
Subject manager available to answer queries by staff	No
Subject manager to order resources required by staff to implement curriculum	No
Book scrutinies to monitor quality/ quantity and variety of children's work	No
Subject walks to collect evidence of Science in classes	No

Cost

Title	Description	Budget Year	Budget Code	Value (£)
Training	cost of attending training	-	-	700.00
Resources	consumables	-	-	400.00

Staff Time

Action	Title	Value (h)
Book Scrutinies	time to review books	6.00
Advice	being available	2.00
Subject Walk	inspection and recording	2.00

Woodland Garden

Status: In Progress

Responsible: RC

Priority: Medium

Monitor: HH

Team: Curriculum

Dates: 01/09/18 - 31/08/19

Description: Ensure that the environment is healthy and manageable for children to learn and play within.

Strategy: Research ways to maintain the Woodland Garden pond, making sure that the water is healthy and able to sustain life such as frog spawn.
Continue to tidy and organize the Woodland Garden during weekly Garden out-of-school club.
Develop ways for classes to help maintain the Woodland Garden whilst using it within their lessons.

Monitoring \ Evaluation: SB and RC have contacted an external agency to request the refurbishment of the Woodland Garden pond. The contractors have inspected the pond and supplied us with a list of materials they will be using to refurbish the pond, including costs and time. The list of materials and plans have been sent to the LA health and safety officer and the safety requirements before the pond is to be refurbished has been communicated to RC and SB. We are in the process of validating these checks and requirements for the completion of the pond.

The pond has been fitted by an external agency and another agency has been contacted in regards to fitting the grate on top of the pond. SB has informed ST and the grid is in the process of being developed. RC has begun the process of starting a gardening club to maintain the Woodland Garden.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	After-School Club Participation	RC to participate within weekly out-of-school club gardening to ensure the Woodland Garden is maintained, tidied and left undamaged and undisturbed.	01/09/18 to 31/08/19	RC	Medium
Completed	Discuss with after-school club	Discuss with children the importance of maintaining the woodland garden.	01/09/18 to 31/08/19	RC	Low
Completed	Research how to maintain ponds	Research how to maintain ponds and buy the appropriate chemicals/complete the appropriate procedures to clean and maintain the pond.	01/09/18 to 31/08/19	RC	Medium
Completed	Contact external agency in regards to cleaning and	SB to contact external agency to arrange a meeting and consultation to organize the cleaning and safety gate of the pond.	14/02/19 to 29/04/19	SB	Medium
Completed	Contact external agency	Contact external agency to ensure the pond is safe enough to leave children to responsibly play and learn with minimal supervision during OPAL time.	04/12/18 to 13/06/19	SB	Medium
Completed	Contact LA to ensure safety checks are efficient	Email LA health and safety officer in regards to checking the pond safety pre/post-refurbishment. Send the LA the list of materials being used by contractors and request safety check.	12/02/19 to 26/02/19	RC	Medium
Not Completed	Contact external agency to fit grate	Research and contact external agencies to fit grid on newly made pond. Discuss development with HT and complete grid fitting through agency.	22/04/19 to 06/05/19	SB	Medium
Not Completed	Start Gardening Club	Gardening club to run from 8.5.19 - 26.6.19. Focus on planting and maintaining the garden as well as exploring different ways of presenting the garden such as wild flowers, vegetable patches and/or well-presented planted areas.	08/05/19 to 26/06/19	RC	Medium

Success Criteria

Description	Completed
The pond will be able to sustain life such as frogs and frog spawn.	No
After-school club meets weekly and garden is well sustained.	No
Flowers and/or grasslands are maintained and renewed throughout the year.	No
Children may be able to use the Woodland Garden during OPAL due to the safety crate over the pond.	No

Cost

Title	Description	Budget Year	Budget Code	Value (£)
Contact external agency in regards to cleaning and	Fleece	Financial Year 2018/2019	-	30.00
Contact external agency in regards to cleaning and	Liner	Financial Year 2018/2019	-	120.00
Contact external agency in regards to cleaning and	Baskets	Financial Year 2018/2019	-	5.00
Contact external agency in regards to cleaning and	AQ soil	Financial Year 2018/2019	-	6.00
Contact external agency in regards to cleaning and	AQ gravel	Financial Year 2018/2019	-	3.00
Contact external agency in regards to cleaning and	Sharp sand	Financial Year 2018/2019	-	20.00
Contact external agency in regards to cleaning and	Membrane	Financial Year 2018/2019	-	8.00
Contact external agency in regards to cleaning and	Fitting	Financial Year 2018/2019	-	80.00
Contact external agency to fit grate	With fitting services to ensure safety and responsibility from outside agency.	Financial Year 2018/2019	-	250.00

Staff Time

Action	Title	Value (h)
After-School Club Participation	After-school	1.00
Contact external agency in regards to cleaning and	Contact, phone and meet	1.00
Discuss with after-school club	Discuss	1.00
Contact external agency	Meet and contact LA Health and Safety	1.00
Research how to maintain ponds	Research and contact external agencies	1.00

