

Rise Park Infant School

School Improvement Plan 2019 – 2020

Key Performance Indicators

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| Key Priority 1 | Key Priority 2 | Key Priority 3 |
| Sustain and further improve achievement in mathematics in order to ensure that standards rise year on year. | A Foundation Team is established in order to ensure effective leadership of a broad and deep curriculum. | Continue to strengthen the leadership of the school, through induction of the Head of School and further development of the Leadership Team. |
| Success Criteria | Success Criteria | Success Criteria |
| Pupils from all ability groups receive appropriated differentiated teaching in order to ensure that they rapidly progress across the curriculum | A balanced curriculum ensures that all pupils receive a well-rounded and enriched offer, which underpins and supports their learning and achievement. | The quality of leadership and management ensures that pupil outcomes are maximised and standards continue to rise. |
| Lead Staff | Lead Staff | Lead Staff |
| Maths Leader  Assessment Leader  SLT/Year Group Leaders | SLT  Foundation Team Leader  Year Group Leaders | SLT/MMT  Head of School |

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: English**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | Ensure high expectations of children’s end of year target milestones and these are in line with the current school assessment system.  Monitor progress and attainment of reading, writing and phonics throughout the school.  Track the progress and attainment of groups of children including Vulnerable pupils, Pupil Premium, Non Pupil Premium, More Able, Boys/ Girls, SEN, EAL and White British Boys for reading, writing and phonics  Monitor the progress of reading, writing and phonics interventions. Review groups, interventions where necessary.  Raise standards in English throughout the school, with a specific focus on writing for SEN and lower achievers and reading for/phonics for NFL pupils.  To update spelling programmes and review approaches to teaching spelling throughout the school in liaison with the KS2 English lead.  Creating a broad and balanced curriculum where reading and writing is an integral part of the development.  Review resources and provision for target groups of children (Including SEN, PP and Vulnerable groups). Look at a bank texts for diversity to use in assembly, circle time etc. | Targets set by October  Monitoring cycle  Half termly  Ongoing  Ongoing  1  July 2019  2  September 2019  Ongoing-over view of curriculum/library | SLT (including SENCO) and English team  English Team and TT Education  SLT of Trust and English lead (H of S) | Pupil Progress Meetings  Assessment Analysis-termly  Monitoring cycle  Additional cost for TT services  £500+ | Teachers set high expectations of pupil progress and this is consistent across the year group.  Progress of all children is monitored on a half termly basis against their baseline milestone and children identified for extra intervention/ review of current interventions.  Reading/ Writing interventions are taking place and are provided to targeted individuals/ groups in every year group.  Standards in English, particularly in writing, continue to improve with 85%+ of pupils across the school are achieving age-related expectations and required or better progress throughout the year. Evidence of accelerated progress for approximately 20% of children.  English team work with TT to support development of specific progression for spelling from Reception to Year 6. Improvement in spelling of common exception words from EYFS to KS1.  Staff confidence improves in pedagogy for effective teaching of spelling.    Improved resources and provision for target groups. |  |
| **More Able Provision** | Planning for reading (guided reading) differentiated with a variety of resources to meet the needs of higher attaining pupils. Monitor the plan for reading at length and answering more complex questions.  Comprehensions planned for and written specifically for HA pupils and focusing on what they need, based on the topic/level of understanding.  Writers to attend MA workshops held by the borough  Reading tracking system should be updated regularly through assessment of the child’s reading and ensuring their texts are appropriate.  Ensure that MA (following the 2019 survey) have known strategies to attempt more complex words.  Reading club led by phonics lead at lunchtime for identified MA pupils.  Spelling Bee promoted across the Trust | Monitoring cycle  Observations and drop ins  1-autumn survey  Spring term onwards  TBC | English Team | Costs for MA writers course-  £120 | Staff meetings for teachers and support staff ensure there is a clear focus as to how questions most able pupils. Observations of guided and shared reading demonstrate the use of appropriate questioning to promote greater depth.  Monitoring of the tracking system enables lead to moderate and ensure pupils are being assessed correctly.  Pupils are able to explain their strategies  Identified pupils make more than expected progress and/or achieve ARE+. Progress tracked. |  |
| **Behaviour and Attitudes** | Pupils display good learning behaviours in class  Resources are accessible, relevant and displays are current in classes  Pupil voice is taken into account and is clearly evident across the school |  | All staff  English lead/SLT |  | All staff have high expectations of behaviour in class and around the whole school  Pupils are aware as to how to access resources independently to enable them to progress  Aware of next steps  Pupils take pride in their presentation  Pupils talk confidently and with pride about their work |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | Monitor reading at home through reading diaries and ensure regular communication between class teachers and parents.  Pupil voice is scheduled as part of the monitoring cycle.    Continue to develop parents/grandparents to support reading in each class.  Displays show pupil’s current learning and is celebrated.  Include internet safety messages when inviting parents/carers in for workshops-every opportunity taken.  Ensure that pupils are aware of search engines and using these when researching information online.  Year 5/6 children to promote reading and at lunchtimes in the reading shed.  Cross phase reading sessions –scheduled throughout the year  Spelling Bee and Trust moderation | Monitoring cycle  Flyer out to parents/carers autumn term  Ongoing  Regular sessions scheduled  TBC | English Team  English lead and class teachers  English lead and Senior MDA  Phonics lead  English team-Trust |  | Pupil voice is evident across the school  Book Look at a selection of reading diaries  Pupils are aware as to how to be safe online |  |
| **Leadership and Management** | Continue to liaise closely with the English Leader in the Junior School to ensure consistency across the schools and further promote and develop the curriculum.  Review staff training needs and provide the necessary training/ courses.  Monitor the quality of reading areas and English displays in the classrooms and around the school.  Monitor the effectiveness of shared and guided reading sessions throughout the school to ensure higher order questioning develops children’s thinking and responses.  Monitor English planning across the school to ensure coverage, progression, challenge and differentiation.  Provide opportunities for teachers (Infants and Juniors) to moderate writing judgements together to develop confidence and ensure consistency throughout the two schools.  Teachers complete termly moderation with their year group partners to ensure judgements are accurate and consistent. A portfolio of evidence continues to be developed.  Develop the skills and confidence of TAs/ HLTAs by providing opportunities for them to observe others, attend training and support where necessary.  Monitor the teaching of grammar. Ensure resources are provided and that planning identifies the skills to be taught, which are in line with the increased expectations of the new national curriculum.  Continue to monitor writing across the curriculum to ensure that children are transferring their skills.  Monitor whole school medium and long term planning for English to ensure continuity and progression.  Develop assessment/ monitoring for Speaking and Listening. | Ongoing  Autumn Term  Termly  Spring Term  Ongoing  Termly  Termly | English Team-Trust  English Lead  English Team  English Team-Trust  English Lead  English Lead and class teachers | ½ termly meetings between English teams across the schools  Staff questionnaire/ availability of courses/ CPD training  Staff meeting time, examples of work, tracking pupil progress sheets.  Time for teachers to moderate  LSA training -  Monitoring cycle and staff meeting timetable for moderation | Links continue to be developed between the Infant and Junior school to ensure consistency across the schools.  Staff are provided with the opportunity to attend English training and/ or English Leader to attend training to then feedback to staff.  Monitoring and feedback takes place and support/ further training is provided where necessary.  Shared and guided reading sessions are used effectively to support children’s reading development.  Planning shows coverage, progression, challenge and differentiation.  Teachers across the Infant and the Junior school are provided with opportunities to moderate writing judgements and develop confidence in using new tracking sheets.  Year group teachers complete a writing moderation session each half term of selected pupils to ensure accuracy and consistency of judgements.  Support staff (LSAs and HLTAs) are provided with opportunities to develop their skills and confidence when supporting in lessons.  Grammar is planned and taught effectively across the school, which is in line with the NC.  Opportunities are provided for children to transfer their writing skills across the curriculum.  Whole school overview of planning for English updated and on Fronter.  Evidence of speaking and listening assessment in folders. |  |
| **Parent/**  **Governor/**  **Community Engagement** | Ensure that parent/carers are given relevant information at every opportunity such as Parent Mail, consultations and workshops.  Invite parents, governors to concerts, theme weeks, assemblies etc  Prepare reports for Directors/ Governors to keep them informed of current achievement across the school. | Ongoing  Autumn –dates shared  Termly | English Lead | Time to complete report | Termly progress report completed and distributed to governors/ directors.  Parents and governors are informed and invited throughout the year. |  |

**Long Term Objectives:**

**2020 – 2021**

* Whole class text books in year 2 for shared reading
* Identify books that need replenishing in classes
* Books to support key groups- SEN, NFL and LA

**2021 – 2022**

* Strengthen the collection of reading books in the school so that there is a variety and choice

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Maths**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | To continue the embedding of the Primary Advantage Maths programme and the Concrete Pictorial Abstract (CPA) thread throughout all key stages (Nursery to Year 2)  Review if necessary the hierarchy of external training and in house support developed from a Core Team, Teacher Research Groups and Coaching Teams.  Staff have ongoing access to CPD as well as  In house training.  Maths Hub courses to continue to supplement the training, particularly reasoning skills, the bar method and fraction training on offer. Most of these courses are free.  Resources purchased to support the concrete and pictorial aspects of the programme.  Pupil Progress- staff identifying pupils with less than expected progress, those who are borderline (may need intervention) and general concerns. Groups are also discussed-Disadvantaged, SEND, Most Able.  Track groups of children through half-termly assessment-Progress Tracker and termly through SIMS. Full analysis at the end of each term.  School Monitoring Cycle followed across the Trust.  Promote the use of children talking maths  Possible PA maths review in the summer term to plan for the academic year 2019/20. Focus on the current good practice and set targets ensuring reasoning is a priority. | 2-On going  2 - Ongoing  2- Ongoing  2 – Ongoing  2 - Ongoing  2-Termly  2-Half Termly and Termly  1-all terms 2019-2020  1 - ongoing  As timetabled by SLT | Maths Team  Maths leader  Maths Leader; Maths Team;  All staff  Maths Leader  Maths Leader  Maths Leader; Assessment Co-ordinator; Maths team; All Staff  Maths Leader; Assessment lead; Maths team; All Staff  Maths Leader and PA maths  Maths Leader  Maths Leader; SLT | **£1000-membership (from training budget)**  ***(£2000 Academy)***  In addition:  INSET training and a school maths review in the infants  **£350 –cost of review half day (from training budget)**  ***£500-INSET half to be shared across both schools (£250) (from budget)***  Supply cover for Induction day, Core training, Maths conference, EYFS course, (PA maths) HLTA training and Maths Hub-x6 days £1200  **£800 two Core training places (from training budget)**  Resources £1500  Boost maths in EY across all three classes-audit has been carried out to identify gaps in resources plus KS1 resources. | 85 % of pupils will be on track to achieve 3 points progress. SEN at least two points.  Evidence of accelerated progress across the year groups for approximately 20% of children.  Attainment is at least 65% expected (floor standard) across EY ( GLD) and KS1  Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level.  Staff will be able to use the planning document to plan progressive lessons.  Pupils will demonstrate a deeper conceptual understanding, which supports the next move into ***abstract*** mathematics.  Lessons will be interactive and will have a significant emphasis on children’s talk.  Staff (including new staff) will have a wider knowledge of how pupil’s skills progress from EY to Year 2 and beyond.  There will be increasing evidence through observations and book looks of fluency, reasoning and problem solving. |  |
| **More Able Provision** | Planning includes differentiated and greater depth activities, where appropriate, for pupils to access as necessary.  Promote the use of children talking about maths.  Partnership within the Trust to be developed between pupils- *How* and *Prove it*  groups with KS1 and KS2  World Maths Day - Events to be scheduled more able mathematicians from each year group involved in planning  EYFS-Most Able lunchtime club  World Math Day-Wednesday March 6th  Events to be scheduled across the Academy | 2 - Ongoing  2 - Ongoing  Summer Term 2021  Summer Term 2018  Spring Term 2019 | All Staff, monitored termly by Maths Lead  All staff, Maths Leaser  Maths Leader; Maths Team;  All staff  Maths Leader.  Maths Leader; Maths Team;  All staff | £100 – £10 per class for resources to support Maths day | Staff training and subject knowledge will provide opportunities for children to reach greater depth.  Staff training and subject knowledge will provide opportunities for children to talk maths  Yr 6 pupils will set challenges for younger pupils-outdoor/large scale problems, puzzles etc.  More Able Reception children showing greater depth.  Monitoring will provide evidence of learning and understanding at greater depth |  |
| **Behaviour and Attitudes** | To work with a group of children from each year group on a half-termly basis to understand their views and needs  regarding Maths.  To ensure that all children have a positive attitude towards Maths which will reflect in their ability, attainment and progress. | 2 – Half Termly | Maths Leader | 6 x half termly morning supply cover | Through the children’s voice the Maths Lead will be able to monitor and ensure positivity within the Maths teaching and learning. |  |
| **Personal Development, (including safeguarding and SMSC)** | To ensure that the equipment needed to provide the Maths Curriculum is safe to use.  Pupil Voice as part of the monitoring cycle-year groups and phases  Learning behaviours monitored | 2 - Ongoing  2 Half Termly  2 - Ongoing | Maths Lead to monitor  Maths Leader  Maths leader | cost of replacing damaged equipment  6 x half termly morning supply cover | Staff report that the equipment is safe and in good condition enabling the children to learn effectively.  Monitoring will provide evidence of learning and understanding at greater depth |  |
| **Cross-phase partnerships**  **(RPAT)** | Regular Maths Team Meetings to agree strategies and plan next steps  Year 6 children to work with EY and KS1  World Maths Day - Events to be scheduled more able mathematicians from each year group involved in planning. | 2 - Half Termly  3 - 1 x weekly after SATs summer 2019 and 2020  4 -Spring Term 2020 | Maths Leader; Maths Team;  Maths leader; maths team – liaise with EYC to organise children and times.  Maths Leader; Maths Team;  All staff |  | Smooth transitions are obvious across all three key stages. Maths team meetings have been held regularly.  Children in EY and KS1 more confident when playing counting games etc.  Monitoring will provide evidence of learning and understanding at greater depth. |  |
| **Leadership and Management** | School Monitoring Cycle followed across the Trust.  Maths Team to ensure staff attending Core Training disseminate to staff in their year group  In House Training for support staff  Learning walks scheduled as part of the monitoring process | 1 - As timetabled by SLT  2- Year group meeting following each training session, whole school staff meetings.  2 – As necessary  2 - Termly | Maths Leader; SLT  Maths Leader; identified staff; all staff  Maths Leader  Maths Leader | Supply cover for lesson observations/book looks etc  Costed above from training budget.  Supply cover as necessary | Staff will have deepened their subject knowledge and demonstrate an increasing confidence in teaching to mastery level and greater depth for HA/MA.  All staff will be aware of the up to date training.  All support staff will be aware of the up date training.  Monitoring will provide evidence of learning and understanding at greater depth. |  |
| **Parent/**  **Governor/**  **Community Engagement** | PA maths to parents of Reception Children and KS1 children  Circus of activities for parents to watch and engage in.  Reports to Directors and Governors | 1 – Autumn Term 2019  Termly | Maths Lead and Core trainees  Maths Lead | Supply cover | Parent workshop delivered and feedback collected  Parents have the opportunity to ask questions and engage with their child’s learning.  Parents will have a clearer understanding as to how maths is taught to their child. They will become more confident in able to support their child.    Directors and Governors are aware of the progress/attainment reported upon regularly. |  |

**Long Term Objectives:**

**2020 – 2021**

* Continue to embed the core training of PA maths across the school
* Maths at expected and greater depth to meet at least national and local results at the end of KS1
* To ensure reasoning continues to be a priority.

**2021-2022**

* Continue to embed the core training of PA maths across the school
* Increasing number of nursery pupils will achieve exceeding in maths ELG
* Maths at expected and greater depth to exceed national and local results at the end of KS1

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Early Years**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | To continue to ensure that all children have a secure knowledge of phonics in line with the Government Reading Initiative.  To continue using the PA maths system and to continue to improve writing ensuring that as many children as possible attain the ELG.  Regular checking of GLD to ensure pupils are on track  Curriculum offers plenty of opportunity to develop early writing skills including fine motor skills  Writing is available in both indoor and outdoor classrooms  Teachers tracking their learning through 2simple and Learning Journey books  To try to have as many children reaching the expected level of achievement as possible. Tracking at national average. Those who do not should show a good level of progression. (at least 2 age bands)- regular checking of GLD sheets to ensure pupils are on track and if not decide on measures to be put in place.  Pupils are offered a good variety of opportunities both indoor and outdoors daily.  To ensure planning is age related according to the EYFS curriculum as is differentiated according to each group’s needs. All children are assessed according to their ability.  To ensure that the FS2 centre allows the children to access both indoor and outdoor continuous provision enabling them to become independent learners. Also to ensure that enhanced provision is planned according to the topics being taught.  SEND children are planned for specifically on weekly plans also EAL children and children with speech and language difficulties are planned for on the timetable allowing them daily intervention programmes.  These children are visited in their preschool settings where possible Vulnerable children etc. are identified and barriers to learning are reduced | 2  On going  1  On going  1  On going | Early Years Lead  Early Years Staff  Phonics Lead  Head of Infant School  Early Years Lead  Maths Lead  Literacy Lead  Head of Infants School  Early Years Lead  Head of Infant School  Early Years Staff  Early Years Lead  Early Years Staff  Head of Infants School  Early Years Lead  Early Years Staff  Early Years Lead.  Head Teacher.  Early Years Staff.  Early Years Lead.  Early Years Staff.  Inclusion Manager.  Early Years Lead.  Early Years Staff.  Inclusion Manager  Head of Infant School, Maths and English leaders  Early Years Lead.  Early Years Staff. | Planning.  Monitoring.  Focus Groups.  Ongoing assessments.  Parents meeting/workshop  Staff meeting and PPA time for EYFS staff  PPA time, Early Years Lead to monitor and feedback – Early Years non-contact  In PPA sessions and arranged moderation sessions checks and tracking occurs. Half termly data for reading, writing and number and termly checks for the other areas.  PPA meetings  Resources are checked and updated – sand supply £100, materials for growing and developing outdoor growing area (small greenhouse style building, compost, new tools) £100  Resources for new woodworking area being set up (woods, decoration bits etc £120), materials for playdough and manipulation activities £80, small world updates £80, early excellence natural resources £80, new water tray and equipment (lots needs replacing) £200, set up outdoor music area £100,  Giant hollow blocks £390.  New digital cameras x6 (can be purchased through ebay to cut costs £50)  Light box £120  Monitoring.  Focus Groups.  Ongoing assessments.  On Entry Assessments.  Planning.  On-going assessments.  Focus on characteristics of effective learning.  On Entry Assessments.  Planning.  On-going assessments.  On Entry | Pupils are confident in recognising and using their sounds to read and write cvc words. Children can identify and write all initial letters.  Children grouped soon after the initial sounds are taught enabling each child to progress accordingly.  Intervention groups are in place allowing all children make a good level progress from their starting point.  The Learning Journey Books are a valuable tool for moderation purposes and for showing a pupil’s progress.  Many pupils achieve GLD and make a good APS score  All pupils feel safe and happy at school.  All pupils can engage with the curriculum indoors and outdoors. |  |
| **More Able Provision** | To support pupils looking to achieve exceeding for reading and writing. To focus on extending independent writing across all curriculum areas and whole cohort. To consider ways to further engage boys with writing.  Opportunities offered give pupils opportunity to exceed in CLL areas.  To track data for Reading, Writing and Number and aim to be in line with Havering National levels and where possible National levels for exceeding levels | 1  On going  1 ongoing  3  Spring/summer terms | Early Years Lead  Early Years Team  Head of Infant School  Early Years Lead  Early Years Lead | Look into ways to engage all, in particular, boys with independent mark making and writing.  Mark making resources £120 to encourage independent writing.  Develop an irregular verb to study over 2 weeks – to use in conversation and in context, e.g. play/playing/played, said/say/will say, etc.  From the end of spring term start to focus on pupils predicted exceeding – support their working towards achieving this. Moderate with team regularly | Some pupils are securely achieving an exceeding judgement for reading and writing.  Pupils in EYFS are exceeding, in line with national data, for reading, writing and number. |  |
| **Behaviour and Attitudes** | To further develop the outdoor classroom with the pupil’s support. To canvas their ideas on which areas they like that are provided. | 2 | Early Years Lead | Cameras and time for children to explore outdoors and take photos of areas of appeal and interest.(£50) | Pupils are engaged in the outdoor environment and part of decision making processes. |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | To continue to ensure that all children are safe within the FS2 Centre and that all the current EYFS Welfare Requirements are met.  To continue to focus on teaching the children respect for equipment and each other.  To ensure that SMSC is shown on the plans.  To meet regularly with EYFS1 team – sharing information and practice.  To meet with Year 1 lead regarding transition practice. – all EYFS2 staff to meet with Year 1 staff in preparation for transition in summer term. Year 1 Lead to attend a transition meeting with Early Years Lead and the Early Years Quality Officer. | 1 | Early Years Lead.  Head Teacher.  Early Years Staff.  Early Years Lead.  Early Years Staff.  Early Years Lead.  Early Years Staff.  SMSC Lead  Early Years Lead  Early Years Staff  Nursery Manager  Nursery Staff  Early Years Lead  Year 1 Lead | Risk Assessments and Welfare Requirements are updated at least yearly or as necessary when changes to provision occur. (outdoor equipment regularly maintained)  Cost of First Aid Training ensuring that all Early Staff hold a Paediatric in First Aid.  Updated topic books and other relevant resources £100  EYFS documents and resources. | The pupils are safe, independent learners.  Pupils can take control of their own personal wellbeing.  Pupil treat equipment and each other with respect. They use all areas of the Reception Centre appropriately.  SMSC planned for and includes the Characteristics of Learning from the EYFS |  |
| **Leadership and Management** | Early Years Leader to monitor termly assessments of all 17 areas, track the GLD sheets and monitor ½ termly assessments of reading, writing and number.  To ensure that all children are baselined when they start school in September. This year to be part of the trialling for new baseline profiling system.  To continue to develop the transition of new children to main school in light of so many children starting in Sept. To work alongside Head of Infant School to plan the Key worker for each child – also with Inclusion manager and EYFS 1 manager where necessary  To update the Outdoor Policy, Welfare Requirements & British Values Policy.  To continue to develop the links with Crownfields and Langtons (Early Years setting outside within borough) to share practice  Attend the ‘vision to provision’ meetings and training- not yet confirmed if continuing next year  To monitor teaching and provision – ensuring the list of non- negotiables is in place  To build up a moderation portfolio to support judgements  To focus on characteristics of effective learning and how we can promote this, e.g. through learning challenges presented, engaging activities and encouraging pupils to be curious. | 1  2  1  1  2  2  2  2  2 | Early Years Lead.  Executive Head  Head of Infant School  Early Years Staff.  Early Years Lead.  Early Years staff  Early Years Lead.  Head of Infant School  Inclusion Manager  Nursery Manager  Early Years lead  Nursery Manager for cross phase sections  Early Years Lead  Early Years Lead  Early Years Lead – also meeting with 2 other leads to discuss this item  Early Years Lead.  Early Years staff  Early Years lead to explore and promote | Open days.  Cost of cover to visit pre-schools – use Early Years Leader non-contact time  Use of Early Years Leader non -contact time to track and monitor  Use of non-contact time where possible, staff meeting  Free course but will require Early Years Leader to attend 2 whole days and 4 x half days training  Non-contact time  EYFS team to work together - block in time in PPA and independent staff meetings  Early Years lead non-contact time | The Early Year’s Leader is able to access Sims and input termly data and analyse.  Are all children baselined according to the new system trialled?  New pupils are confident to enter school  Key policies are updated and show the EYFS appropriately.  Shared practice benefits all agencies involved.  Vision to Provision course enables the Early Years Lead to be kept informed of new initiatives and information.  The school moderation portfolio enhances the on line information used to inform staff.  Pupils are curious, resilient and confident learners |  |
| **Parent/**  **Governor/**  **Community Engagement** | To ensure that Governors/Parents and wider Community are kept up to date with the EYFS. Parents of children starting school in September 201 will have a new intake meeting in the summer term of 2019. Check information to parents is up to date. Organise parent/child visit to the centre prior to starting school.  To continue to develop the ‘Parent Partnership’ between the parents of the Reception children and school. This will be done through ‘special days’ and other sessions.  Conduct parent survey after parent evenings  To work with parents on WOW comments | 1  1  2  1 | Early Years Lead.  Executive Head Teacher.  Head of Infant School  Early Years Lead.  Early Years staff  Early years lead  Early years lead | Governors receive a termly report about the Early Years including data and progress.  Parents will have a Curriculum Meeting in the first half term.  Sessions to be planned alongside the topics/curriculum to involve parents as much as possible. | There greater involvement & understanding by parents/governors and community of learning and teaching methods in Early Years.  There is an established partnership between Reception parents and the school. Parents are more able to support their child’s learning through the impact of the partnership. |  |

**Long Term Objectives:**

**2020 – 2021**

* To look to use parent share aspect of 2simple
* To build a bank of parents who are willing to come in and share information about their home, culture or job.

**2021 – 2022**

* To review early years policy
* To look to work alongside nursery staff for cross curricular activity

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Nursery**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | **Planning/Delivery of the curriculum:**  A designated planning meeting will be set up one evening a week so the whole team can contribute ideas for the following weeks activities and to discuss the previous week’s activities.  **Assessment:**  2 Simple app on ipads must continue be used to record individual observations of children and to note next steps for individual children’s development. All new staff will need to be trained on the app.  **SEND:**  To identify the children’s individual needs and provide appropriate activities in small groups in order to further develop the children in areas of need. Escalating these to the SENco should we feel the children are not making appropriate progress.  **PA Maths:**  Nursery staff to continue to develop the use of PA Maths within the nursery and to attend training courses. | Summer term  Ongoing  Ongoing  Summer Term/Autumn Term 19/20 | Nursery Manager  Nursery Staff  Nursery Manager  Nursery Staff  Nursery Manager  Nursery Staff  Nursery Manager  Nursery Staff  Inf HoS  Maths Lead | 2 simple training by NM.  An extra ipad needs to be obtained for extra staff/numbers of children. £400  £0  Training costs TBC | Regular meetings are taking place.  Staff are confident using 2simple and an additional ipad is sourced.  Children are identified and small groups take place. Senco is informed.  Staff have attended PA maths training and are confident using it. |  |
| **More Able Provision** | Phonics groups will be set up in ability groups with a HA group targeting more able pupils.  Make sure there are appropriate resources purchased or borrowed from Reception to aid more able pupils in the setting. | Begun in the Spring Term  Summer Term | Nursery Manager  Nursery Staff  Reception Lead | £0 | Phonics groups have been set up and being done daily.  Resources are purchased/borrowed from Reception to aid more able pupils. |  |
| **Behaviour and Attitudes** | **Behaviour:**  All staff to follow the nurseries behaviour policy based on the Infant School approach. | Ongoing | Nursery Manager  Nursery Staff | £0 | The staff are following the behaviour scheme consistently. |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | **Safeguarding:**  The staff need walkie-talkies so that staff can call for help if an incident has occurred outside.  A gate buzzer/intercom/monitoring system needs to be looked into being purchased to allow nursery parents to be let in the gate remotely to stop parents having access to the main school building during school time.  **Cross Phase Partnerships:**  The nursery children will continue to go and visit the Infants for special occasions such as PTFA events, Christmas, Easter.  Further regular visits need to be set up for the Nursery children to visit the Reception classes so that they get used to be over in the Infant School before they start in Reception. | Summer Term | Nursery Manager  Inf HoS  Ex Head  Business Manager  Nursery Manager  Inf HoS  Reception Lead | Walkie Talkie costs - £TBC  Gate security/access: £TBC  £0 | Walkie-Talkies are purchased and set up.  A gate access solution is purchased.  Nursery children regularly attend Infant school occasions.  N2 children to visit Reception classes in the Summer Term. |  |
| **Leadership and Management**  (pupil numbers and expansion)  (Marketing and Branding)  (Resource Provision)  (Staff Recruitment and CPD) | **Numbers:**  The target number of 39 children per session is reached.  **Expansion of provision**  Wrap around care options will be explored to gain extra income for the nursery.  Look into the feasibility of adding an extra building/site for more children.  **Branding:**  Nursery logo/name to be added to school signage.  **Marketing:**  On-going development of nursery website and blog to keep the website ranking well in search engines.    External advertising space to be purchased at Tesco due to the success of last year’s advertising. Also to look into other forms/locations for advertising.  Open days will be set up for perspective parents to view the nursery twice a year.  **Internal:**  New resources will be needed ie sand, paint and play dough supplies will need to be renewed  The nursery also needs more stools for children for lunch session.  **External:**  The external area needs more play resources and the affordability of a path and artificial grass need to be looked at especially for the winter months when the garden can be inaccessible due to being water logged and muddy.  **Recruitment:**  The nursery ideally needs another member of staff in the afternoon as the numbers are steadily growing. Therefore, an additional adult needs to be appointed in a nursery practitioner role.  **Recruitment process:**  Job adverts to be placed internally at first Job descriptions drafted, based on the Havering model job descriptions.  **Training**  At least 1 member of the nursery team to attend food/hygiene training for preparing snack.  New Staff to be trained on using the 2 build a profile app on the Ipads.  All new staff to complete required safeguarding training  PA maths training for all nursery staff.  **Monitoring**  On-going monitoring of staff performance needs to be regularly carried out by the Nursery Manager and other senior leaders. Regular book monitoring and monitoring of recorded observations also needs to be undertaken regularly by NM and DHT | Ongoing  Ongoing  Autumn Term 19/20  Ongoing  Ongoing  Autumn/Spring 19/20  Summer Term  18/19  Summer Term  18/19  Autumn Term 19/20  Ongoing | Nursery Manager  Nursery Manager  Inf HoS  Ex Head  Business Manager  Nursery Manager  Business Manager  Nursery Manager  Nursery Manager  Inf HoS  Nursery Manager  Inf HoS  Business Manager  Nursery Manager  Inf HoS  Ex Head  Business Manager  Nursery Manager  Inf HoS  Ex Head  Business Manager  Nursery Manager  Inf HoS  Nursery Manager  Inf HoS | £0  £0  £TBC  £TBC  Resources approx.: £400  Stools Approx :£200  £TBC – Discussion with SLT needed.  Recruitment costs  Paediatric/other required training course costs  Costs of hygiene training course £tbc  Training: £TBC  £0 | The target number is reached for each session.  A plan is written for the future expansion to be looked at by the Directors.  School signage is updated.  Marketing/.advertising plan to be written and appropriate adverts placed locally.  Open days are put in the calendar.  Resources purchased and used.  Stools are purchased.  The external area is completed with appropriate access and resources.  A new member of staff is recruited.  Job adverts go out.  Appropriate training is booked and completed.  Monitoring is regularly put onto the calendar and completed. |  |
| **Parent/**  **Governor/**  **Community Engagement** | Observations shared with parent/carers via the parent share facility on app. Parents and carers to comment and share the learning experiences of their child.  Weekly wow moments are sent home to be returned to nursery weekly.  Stay and play sessions to carry on (1 per month). | Autumn Term 19/20  Ongoing | Nursery Manager  Nursery Staff | £0 | Parent share is set up.  Wow moments go out to parents and displayed in the nursery.  Stay and play sessions are booked in and parentmail/ letters sent to parents. |  |

**Long Term Objectives:**

**2020 – 2021**

* To look at ways of expanding the nursery further including wrap around care and holiday clubs.
* If numbers continue to rise further expansion could come in the form of an additional setting.
* To make sure we have a waiting list so we are always full at the start of each academic year.

**2021 – 2022**

* To look at the possibilities of taking on another nursery setting on a different site.

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: SEN/ PP/VUL/NFL**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **Disadvantage**  **NFL groups)** | Continue to monitor progress of all SEN/ disadvantaged/ Vulnerable/ NFL children via termly tracking/ pupil progress reviews and book observations. Ensure at least required progress being made  Analyse termly data and ensure any identified children are given appropriate support.  Monitor class support and other interventions across the school  Review termly provision maps and liaise with teachers to ensure the needs of all children are being met within their classroom setting  Liaise with Literacy and Numeracy leaders about individual or groups of children  Ensure Pupil Premium funding is wisely allocated and evidence of impact is clear to see  Ensure all 1: 1 learning support assistants are appropriately trained to deliver high quality support  Ensure speech and language support is effectively delivered via speech and Lego Therapy groups | Termly 1  Termly 2  Termly 1  Autumn Term 2019 1  On going 3  On going 3 | M.Williams SENCo  SENCo  SENCo  Senco/ all staff  SENCo/ subject leaders  SENCo  SENCo/learning support assistants  SENCo/ Mrs Maher/ Miss Page/ SALT team | None  Pupil Premium funding 2019-20 due to decrease  Speech Link License  £ 300  HLTA time 2 afternoons | All children on SEN/ vulnerable/ Disadvantaged register make required progress  Monitoring of interventions show good progress being made by all children  Termly provision maps in place.  Pupil progress reviews have taken place each term and identified children discussed.  Pupil Premium funding allocated and effectively spent  Training as identified on performance reviews has taken place  Speech and Language groups are delivered on a regular basis |  |
| **More Able Provision** | Ensure more able SEN/ disadvantaged / NFL pupils are identified and given appropriate support to reach higher attainment levels.  Regular book observations to monitor progress  Progress tracked on termly basis | Autumn 2019 3  Termly/ ongoing 2  Termly 2 | SENCo/ Subject leaders/ staff  SENCo  SENCo | None | Any more- able SEN/ Vulnerable/ Disadvantaged/ NFL children are identified and achieve end of year targets  Book evidence reflects good progression has been made across the year. |  |
| **Behaviour and Attitudes** | Ensure all children with emotional/ behavioural difficulties are given appropriate support.  Continue to develop staff awareness about general behaviour techniques.  Continue to develop Happy to be Me and ELSA programmes across the school  Monitor via lesson drop ins the behaviour and attitude within class of all named groups  .  Monitor SEN children in particular to ensure they continue to have positive attitudes about school life. | Ongoing 1  Ongoing 3  Ongoing 3  Ongoing 3  Ongoing 3 | SENCo  SENCo/ staff  SENCo/ Miss Page, Mrs Maher  SENCo  SENCo | £300 resources | Support in place and children with behavioural issues have been given good support which has enabled them to work within the general classroom setting  Social/ Emotional interventions have been accessed by children on a regular basis  Pupil voice shows positive views across the named groups of children |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | Ensure all training for safeguarding is consistently up to date for all staff. New staff are trained as necessary.  Ensure all documentation is kept confidential.  Update ICT safeguarding folders in a timely basis  Attend all core groups/ CP meetings and provide conference reports  Continue to provide counselling provision  (You and Me Counselling) for vulnerable children.  Ensure all vulnerable children/ parents receive appropriate support from various agencies  Liaise with pastoral MDA about vulnerable pupils  Monitor Happy to be me Programme and ELSA provision. Ensure correct children are identified for this provision Promote mental health awareness among the children.  Ensure all parents of SEN/ disadvantaged children feel their child is safe and well cared for in school.  Liaise regularly with nursery staff and Junior Inclusion manager about SEN/Disadvantaged/ NFL provision across the trust.  Weekly meetings with Junior SENCo  Monitor nursery SEN pupils, communicate with nursery parents where necessary.  Ensure transition meeting take place summer term. Junior SENCo to attend Year 2 meetings  Ensure children entering a new phase have appropriate support in place and records are passed as necessary | Autumn 2019 plus ongoing 1  Ongoing 1  Ongoing 1  Ongoing 1  Ongoing 2  Ongoing 3  Ongoing 3  Ongoing 2  Ongoing 2  Ongoing 3  Ongoing 3  Summer 2019  2  Autumn 2019  1 | DSL Team  DSL Team  DSL Team  SENCo  DSL /SENCo  SENCo  SENCo  SENCo /DSL Team  SENCo/ Nursery manager  SENco’s  SENCo  SENCo’s and relevant staff  SENCo | None  £2000  MDA 5 lunchtimes  Ta time 5 afternoons  None | Training delivered on September Inset Day / all staff attend  Top up training has delivered where necessary  All professional meetings have been attended by a member of the DSL team  Counselling star charts show clear progression at end of counselling sessions  Parents feel well supported and have been signposted to correct agency  Pastoral room well used at lunchtime, MDA has liaised regularly with SENCo about children of concern.  Regular meetings held with cross phase staff  Parents of nursery children have been given appropriate support  Transition meetings held Summer 2019  Transfer of records completed summer 2019 |  |
| **Leadership and Management** | Ensure all staff deliver high quality teaching, differentiated for individual pupils.  Termly book observations and lesson observations focussing on differentiation across the year groups. Check lesson planning  Attend termly pupil progress review meetings looking specifically at named groups.  Review termly progress and complete own termly progress trackers of named groups.  Deploy support staff effectively.  Monitor interventions and provide appropriate feedback  Hold Termly review meetings for significant SEN pupils. Liaise effectively with parents.  Liaise termly with SEN governor and complete termly Governor report.  Complete any relevant paperwork (EHC plans) and liaise with outside agencies.  Ensure IEP’s are reviewed termly, IEP’s are shared with staff and parents.  Ensure staff are trained | Ongoing 1  Termly/ weekly  1  Termly 2  Termly 1  On going 3  Ongoing 2  Termly 3  Termly 3  Ongoing 2  Termly 3  On going 3 | SENCo/staff  SENCo  SENCo/staff  SENCo  SENCo  SENCo  SENCo  SENCo/Governor  SENCo  SENCo  SENCo | None  Training £500 | Observations show staff meeting the needs of all learners and pupils making good level of progress  Staff have facilitated well structured interventions within their classroom  Termly progress reviews have identified children in need of more/ different support  Interventions have shown clear progression from their starting point and data analysis reflects this  Termly reports have been completed and Governors and Directors have clear understanding of progress and any issues linked to these named groups of children  IEP’s completed  EHC assessments completed |  |
| **Parent/**  **Governor/**  **Community Engagement** | Review meetings held for complex children.  Continue to meet SEN governor to provide termly feedback about SEN/ disadvantaged /NFL provision  Meet with a selection of above pupils during spring term to find out about their views about schools  Ensure all SEN/PP children have the opportunity to attend community events. | Termly 2  Termly 2  Spring 2020 3  Ongoing 3 | SENCo/staff  SENCo/Governor  SENCo  SENCo | None | Review meetings held and parents feel supported by school staff  SEN governor has increased understanding of provision across the school  Pupils are positive and feel confident and supported within the school community |  |

**Long Term Objectives:**

**2020 – 2021**

* Induction of new SENCo/ Possible SEN accreditation

**RISE PARK INFANT/JUNIOR SCHOOL IMPROVEMENT PLAN 2019 - 2020**

**Area: Computing**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Outcomes for Pupils** | To continue ensuring the online safety curriculum is being delivered in both schools. Give staff an overview of expectations and materials/resources at the start of the year (updated). Add to the lessons with new ones created to address key school issues.  To update the chain of online safety evidence from KS1-KS2 in line with new guidelines.  To support parents and children with online safety controls and information – giving out packs  To run regular computing competitions and events to maintain interest and a ‘buzz’ around the subject.  To regularly reward children for online safety and computing work – stickers and certificates.  Computing assembly x 2 a year plus workshops to be delivered  To ensure workable laptops/computers or tablets are available for pupils to practise their computing skills | 1  1  1  1  2  2  1 | Lucy Nortje  Lucy Nortje  Lucy Nortje  Lucy Nortje  Lucy Nortje  Lucy Nortje  Lucy Nortje, Sarah Steel, ECC | Subject Folders x 10 pack = £23.99 white hope education  X 1 day supply to update curriculum with current legislation = £110  Pupil folder for new starters in early years x 100 = £6.99 hope education  **Digital Leader badges and stickers x £30.00**  **Prizes (computing book/app rubbers/emoji stationery) x £80 for year. Stickers – packs of 75 x 4 = £32.00**  **-** | Curriculum packs to be typed  Folders to be set up across the schools – Infant renewal due to tatty folders.  Set up individual pupil folders for children to keep throughout their time at the academy from YR-Y6  Updated packs to be collated and sent via parent mail.  Regular Digital Leader meetings to take place.  Competitions to be run by leaders and prizes given during assembly.  Teachers to be given stickers to highlight computing and online safety.  Regularly check and report issues with equipment. |  |
| **Teaching, Learning and Assessment**  **(including SEND, PP and**  **disadvantaged groups)** | Pupil assessments to be updated to include any new online safety legislation. End of year milestone to be collected from all classes and data to be reviewed.  New staff to sign policies.  Training for staff in Autumn Term regarding computing during staff meeting and an updated meeting during end of spring term.  To provide teachers with laptop for planning and assessment. | 2  1  2  1 | Lucy Nortje  Lucy Nortje  Lucy Nortje  Lucy Nortje | X ½ day subject leadership summer term (hlta supply) to look at data. £70  No cost  No cost  X 9 laptops | Assessment packs to be given to all teachers.  Policy copies to be filed in teacher folders.  Office to collect staff signatures.  Meeting updates – to be scheduled with deputy.  Steve to source (management taken away for large oders) |  |
| **More Able Provision** | * Code club now running for ks2. * Homework club running for ks1 using education city software. * Digital Leaders (More Able) meet regularly to carry out competitions/discuss issues and events/create material for newsletter. * Learn to code workbooks for MA from switched on computing | 3 | * T. Plachta ks2 – coding club * R. Robinson KS1 -homeowork club. * L. Nortje - Digital Leaders * L.Nortje | Costs covered in previous sections (badges).  Learn to code books for MA £90 | Ensuring Digital Leaders meet regularly – create an overview of work/events  Meet Digital Leaders at lunch time for 6 weeks once per week to complete learn to code challenges. |  |
| **Leadership and Management** | To monitor the deliverance of both the computing and the online safety curriculum  To lead / set up the FIPC training day using all digital leaders to demonstrate computing.  To attend the Bett show to collect information regarding new equipment/upcoming software/computing applications and attend demonstrations. To look at new curriculum materials and resources to support MA/SEN/PP groups.  To update 5 policies/signing in policy at reception/reception intake user agreements etc.  To continuously update staff on computing news via email/fronter and at staff meetings.  To provide desktop computers in the staff room for teachers to use during subject leadership time and planning sessions to allow them to make the most of the time given. Computers to be hooked up to the network and printers. TAs to access during lunch time/break and allocated times given by teachers.  1 x set of tablets per year group to be available for group work. (intention is to have one set in each classroom).  Regular maintenance of class projectors to be carried out by S Steele | 2  3  2  1  1  2  3 sets of 6 tablets  1 | Lucy Nortje  Lucy Nortje to support Trudie Plachta  Lucy Nortje  Lucy Nortje  Lucy Nortje  Lucy Nortje  Steve Adams  ECC  Sarah Steele | * 1 x day out spring term – Monitoring * 1 x day out Autumn Term FIPC Day * 1 x day out Bett Show £110 * 2 x ½ day per half term to update policies/displays/meet digital leaders/coding/parent workshops/children workshops/meet junior lead HLTA cover   Cost unknown depending on where Steve sources the equipment. X 3 small desktop computers wanted.  Cost unknown due to Steve now being in charge of equipment orders – depending on where he sources equipment from.  X 1 afternoon every term to clean, adjust settings and maintain projectors. HLTA cover | Carry out learning walks, folder scrutiny. Assessment checks and complete feedback sheets for staff. To request to see computing taught in action.  To attend the Bett fayre and liaise with colleagues/promote Rise Park.  To continuously check fronter/havering websites for updates regarding legislation.  To provide request for computers to Steve.  To provide request to Steve.  HofS to arrange cover |  |
| **Cross-phase partnerships**  **(RPAT)** | To meet once every half term with the Junior computing leader to map out objectives and ensure things are running smoothly in ks2. To support the new leader in her role.  Online safety Day – to be celebrated across the academy with similar activities age related to be carried out and promoted. | 1  1 | Lucy Nortje and T Plachta  Lucy Nortje and T Plachta | 1 full day of leadership time needed for a handover/support session to look at curriculum, assessment and equipment £110 |  |  |
| **Personal Development, Safety and Welfare**  **(including safeguarding and SMSC)** | Online safety assembly performance for infant school to promote online safety.  Online Safety Parent Meeting by Accredited HSIS/Advisor  Computing Leadership Meeting.  Computing Middle Manager Training – HSIS requested previously in 2 action plans. | 2  1  1  1 | Lucy Nortje  Lucy Nortje  Lucy Nortje  Lucy Nortje | **£300 for a day of workshops for ks1.**  **£200 HLTA to cover.**  3 x ½ day leadership time £70 x 3 **= £210**  **Free course with HSIS x 1 day supply £110** | Children to participate in workshops and produce comic strips to promote online safety.  Current legislation and materials provided/hand outs provided.  To be updated with new legislation/curriculum news/online safety guidelines. Share good practice.  To gain further knowledge in how to motivate staff to deliver computing with a demanding timetable. |  |
| **Parent,**  **Governor,**  **Community Engagement** | -Governor supports the running of the code club in ks2.  -Regular parent mails sent highlighting key information and issues  -Termly computing newsletter for the infants pending.  - computing workshops delivered by outside computing company across both schools  - computing / online safety show performed by theatre company to promote online safety  -parent workshop to be delivered |  |  |  |  |  |

**Long Term Objectives:**

**2019 – 2020**

* A bank of tablets to be available in all year groups
* All teachers to have access to a workable laptop for planning
* Desktop computers to be available in the staff room for subject leadership time/ planning/ Ta use

**2020 – 2021**

* Tablets to be available in all classrooms
* Interactive smart desk in the foyer/library for multi hand users
* Digi bots for all classes

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: P.E.**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | Audit of equipment with regards to purchasing what is needed to extend learning and for lessons to be inclusive.  Continue to encourage children to be active at lunchtimes. | Summer 2019 term (2)  Ongoing (1) | Mrs Wiechmann  Mrs Wiechmann / Mrs Curwood | Sports Funding to be used  £500 (sports/gym equipment) | P.E. equipment is of a high standard; with enough quantity to facilitate scheme of work and is accessible by children and adults.  Inclusion of all children in the use of lunchtime sports equipment. |  |
| **More Able Provision** | Ensure that children who display a natural talent for a sport are chosen to attend external competitions.  KS1 summer 2 – 5 week block of sports sessions, lunchtime (invite only) | Throughout the year (2)  Summer term (2) | Mrs Wiechmann  MrsWiechmann  WHU team |  | More able children have been recognised and chosen to participate in a selective group, in order to focus on extending their abilities.  Lunchtime club organised to provide opportunity to extend sports ability. |  |
| **Behaviour and Attitudes** | To continue to develop the role of P.E. leader across the schools in order to raise standards in all aspects of P.E. | Ongoing (1) | Mrs Wiechmann  All teachers |  | P.E. policy is reviewed to ensure all aspects of the P.E. curriculum are reflected. |  |
| **Personal Development, Behaviour and Safety (including safeguarding/ SMSC)** | Ensure lessons are taught with children working with partners and in groups and skills are being taught correctly. | Ongoing (2) | Mrs Wiechmann  All teachers | Release time needed to observe PE lessons being taught.  1 morning for Reception classes,  3 afternoon sessions for KS1 classes. | The children will have the necessary skills in order to achieve and progress in their PE skills.  Children are able to work as a team and cooperate in all team activities. |  |
| **Cross-phase partnerships**  **(RPAT)** | Links with KS1 and KS2 – a sporting activity morning to be held with Yr2 and Yr5. | Summer term (3) | Subject Leaders, KS1 and KS2 class teachers. |  | Date in the diary for this event. |  |
| **Leadership and Management** | To continue to support staff with scheme of work.  Review success of team competitive sports day. (Year 2/5) | Throughout the year. (1)  Summer term.(2) | Mrs Wiechmann  All teachers  Mrs Wiechmann / Mrs Dorrington  Year 2 & 5 teachers |  | P.E. planning reflects half termly topics where possible.  Arrangement of intra-school activities.  Children have participated in a wide variety of sports competitions via the Collective |  |
| **Parent/**  **Governor/**  **Community Engagement** | Meet with the PE Governor to discuss various aspects of PE within KS.  Inform parents of the PE curriculum via a year group information sheet. | Summer term (3)  Termly (1) | Mrs Wiechmann  Year Group Leader and teachers |  | All parties involved with PE are working together and have knowledge of current events across the Academy. |  |

**Long Term Objectives:**

**2020 – 2021**

* Continue to monitor and review all schemes of work.
* Review the progress of the all-weather facility upon the school and the local community.

**2021 – 2022**

* Continue to develop intra sporting activities across the key stages.
* Continue to monitor and review all schemes of work.

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: History**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | To give children the opportunity to develop historical knowledge through story, drama and role play. To book theatre groups/outside agency  To arrange a visitor for year 1 Toys topic  Check resourcing is suitable and if any outside agencies are required. Look to use local Havering library services. | On going  Book in Autumn 2020 to ensure availability  Start summer 2019 ready to implement during next school year. | Subject leader and year group teams  Subject group leader with staff | Role play resources to tie in with topics with history focus - £50 per year group. Theatre group visits – Year 2 – history parade £230 for total session. Year 1 ‘toys’ visitor £50 | Pupils are regularly learning about people and events from the past. Pupils are engaged and motivated. |  |
| **More Able Provision** | MA children to micro-teach a session with older/younger pupils. Classes to take turns for each topic and 4 children to go to different classes and give a presentation on their chosen topic. | 2 | Subject Leader |  | Children can successfully micro-teach |  |
| **Behaviour and Attitudes** | To improve subject knowledge for teaching staff through appropriate resourcing – to source teaching activities that can be adapted to meet the needs of all pupils in each year group.  History themed dress up day – with competitions.  Children to study historical figures from different races/religions. | On going  To be discussed in staff meeting in Autumn term.  Discuss with staff to how we can incorporate different historical figures into curriculum. | Subject leader  Subject leader  Subject leader, staff | To source story or pictures books that lend themselves to history sessions and any teaching packs that link. £100  ---------  -------- | Staff will be able to deliver a valuable history experience through topic, including relevant resources.  Children will learn about significant people from the pass of all faiths/races. |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | To complete risk assessment before any trip.  To identify appropriate online software for IWB  To view beforehand any YouTube material before class use – this is in line with school policy | As necessary  On going  On going | Year group teams  Year group teams and subject leader  Year group team and subject leader | Cost of trips met through parental donation. | Level of risk is minimal  Pupils have the ability to access historical information through a range of visual and interactive media. |  |
| **Leadership and Management** | To monitor history in each year group (book/work look, discussion with staff and children, photographic evidence)  To keep a check on storage and location of history resources so that they are always accessible and available  To see if the local Havering Museum could be useful for either visiting or borrowing of resources | Completion of topic covering history so will vary each half term  On going  Autumn 2017 | Subject leader  Subject leader.  Subject leader | Half day supply £70 | Clear coverage is observed and recorded.  Comprehensive list of resources including software/web resources is available in each year group.  Local resources used. |  |
| **Parent/**  **Governor/**  **Community Engagement** | To inform parents of the History curriculum through Autumn curriculum meetings and through half termly curriculum information sheets.  To encourage parental support through planning – e.g. loan of artefacts, helping on school trips  Parents to receive homework with a history link at some point in the school year | Once a year and half termly  On going | Year group teams  Year group teams | Curriculum map/plan. Annual meeting will involve year group teams out of class for meeting time | Is ongoing parental support impacting on pupil learning?  Subject leader had a copy of each appropriate newsletter  Parents visit school events and supply necessary items.  Parents assist pupils with homework tasks that are returned to school. |  |

**Long Term Objectives:**

**2020 – 2021**

* To develop links with the local area including visitors in school and exploring local History
* To continue to reflect on, and develop the learning journey of History across the trust.

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Geography & Outdoor Environment**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | Ensure all children are provided with challenging opportunities and able to extend their geographical skills with greater emphasis on their own local knowledge  To liase with subject leaders to ensure learning is cross-curricular eg. During Arts week  To ensure that all outdoor areas are being used regularly by all Year Groups; ensure access to Wild Wood at lunchtimes for all children at least once each term with support of Yr 5/ 6 play leaders | Ongoing  Ongoing  Ongoing | Teaching staff  Teaching staff  Teaching staff  Mid-day staff |  | Children enjoy Geography lessons and want to know more about their own locality and the wider world  Children experience the outdoors and take part in activities they may not have access to with their families/ at home |  |
| **More Able Provision** | Use of the Wild Wood and developing this further  Encourage Eco Warriors to discuss key issues and ways forward in making the school more ‘Eco-friendly’ | Spring 2020  Autumn 2019 | Geography Lead  Geography Lead / liaise with Mrs Etheridge – Eco Warrior leader |  | Children experience a wider range of exciting activities  Children are more aware of how to be more caring of our own local environment and the wider world |  |
| **Behaviour and Attitudes** | Pupil voice  Ensure Eco Warriors are chosen and maintain Litter Picker duties.  Encourage opportunities to use the outdoor environment, especially The Wild Wood, and promote local walks (e.g. to Rise Park, local fire station and the local church) to enrich experiences. | Autumn 2019  Autumn 2019 | Geography Lead / liaise with Mrs Etheridge – Eco Warrior leader |  | Children experience a wider range of exciting activities  Children are more aware of how to be more caring of our own local environment and the wider world |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | Ensure Humanities curriculum overview provides children with the coverage of key skills and knowledge of their local environment as well as the wider world.  Ensure recommended levels of progression are evident during book looks.  Ensure any equipment is safe to use and ICT or any imagery is appropriate for the learning.  To develop an awareness of caring and nurturing the environment in which we live as  Sharing of any resources and grounds throughout the Academy.  Working more closely with Infant Geography subject leader to seek opportunities for greater ties eg. School bulb competition, possibility of mini teaching lessons with children working across the Academy to teach small topics. | Ongoing  Spring 2020  Ongoing  Summer 2020 | Year leaders  Geography subject leader  Teaching staff  Infant/Junior Geography subject leader  Infant/Junior Geography subject leader |  | Children make appropriate progress in the subject and are able to demonstrate their geographical knowledge and skills  Children develop closer links with the Junior School through micro-teaching |  |
| **Leadership and Management** | To update portfolio of work and monitor geography in each year group (through book look, staff discussion and photographs/ displays).  Ensure all elements of the Geography Curriculum 2014 are included in planning for Key Stage 1 and pass on new/ relevant information re. resources to Teaching Staff during Staff Meetings.  To audit and update resources for Geography Learning. | Autumn 2019  / Termly  Autumn 2019 | Geography subject leader | Geography Budget £? - TBC | Carry out book look and scrutiny of History/ Geography curriculum and feed back to staff  Update resources and advise staff of what is available – staff more confident in the teaching of geography and know where to locate what they need for teaching |  |
| **Parent/**  **Governor/**  **Community Engagement** | To develop whole school awareness of becoming increasingly eco-friendly eg. Encouraging less waste in packed lunches, switching off of lights, walking to school – possibility of creating posters to be laminated and attached to school fences making visible to the wider community  Seeking any support from PTFA and/ or local businesses to support our school outdoor environment – in particular the fences at the back of Infant playground | Ongoing  Spring 2020 |  |  | Whole school more eco-aware  Positive feedback from PTFA / local businesses in providing resources for the school grounds |  |

**Long Term Objectives:**

**2020 – 2021**

* To continue to ensure the outside areas are well maintained and are used on a regular basis by all year groups.
* To continue to monitor teaching and learning of Geography and that resources are best suited for this.
* To be pro-active by entering local gardening initiatives - London Children’s Flower Society Spring Bulb an d the Summer Flower Competitions.
* To review and further develop the use of our local area as a resource – for example Rise Park for field studies or Fire Station

**2021 – 2022**

* Joint trips with KS2 Eco-Warrior to recycling centres such as Murphy’s World

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Phonics**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | Continue to assess Phonics half termly in R and Y1 and discuss data outcomes.  Regular Drop ins and team teaching to ensure high quality Phonics teaching. | Half Termly  Termly | Phonics Lead/Class Teachers  Phonics Lead/Class Teachers | Release time to carry out drop ins/team teaching – 20 minutes. | Staff are confident in their teaching and assessment of Phonics. |  |
| **More Able Provision** | Lunch time clubs for those pupils to further implement spelling patterns/SPaG. | Summer Term | Phonics Lead/Year 1 Teachers |  | Children can begin to use understand and use spelling patterns in their work. |  |
| **Behaviour and Attitudes** | To ensure that Phonics skills are being promoted/transferred across all curriculum areas.  Maintain around 90% pass rate in Phonics skills test.  Begin to develop Phonics support throughout Junior School. | On-going  On-going | Phonics Lead  Phonics Lead  All Year 1/Reception teachers  Phonics Lead | Release time to do book looks and lesson drop ins in other subjects.  £200 for full day.  Training session for support staff  ½ day out for session - £80 for cover | The children will use their phonics skills and spelling across all subjects. Teachers will also be observed teaching these skills in all areas.  Children pass the Phonics test at the end of Year 1, with a 90% average pass rate.  Support staff feel more confident in their teaching of the Phonics scheme.  Improved Phonics skills are evident in children’s reading and writing. |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | Monitor Phonics sets to ensure children are in the correct group for their ability. | Half termly | Phonics Lead  All teachers | -------- | Children are in the correct set for their ability. |  |
| **Leadership and Management** | To carry out pupil progress reviews in Phonics alongside the English leader.  Regular check ins with year groups (after school) to review progress and data.  To moderate with year groups to check application of Phonics Skills in writing. | Termly  Termly  Termly | Phonics/Lit leaders  Phonics Leader  Phonics/Lit leaders | 1 day supply (£200) | Teacher assessment will be monitored half termly.  Teachers know exactly which pupils aren’t progressing and have steps in place to tackle this. |  |
| **Parent/**  **Governor/**  **Community Engagement** | To hold parent workshops for Parents in the teaching of Phonics at Rise Park.  Report to Governors | Autumn Term  Yearly | Phonics Leader  Phonics Leader | Supply cover for workshops – 4 morning sessions (£400) and ½ day to prepare workshop resources (£100)  -------------- | Parents are more knowledgeable of the teaching of Phonics and can use those skills with their children when reading/writing at home.  Governors are aware of how Phonics is taught and assessed at our school. |  |

**Long Term Objectives:**

**2020 – 2021**

* To oversee and implement Phonics teaching the KS2 to support the LA pupils.
* Continue to track phonics throughout KS1

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Music**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | To continue to develop the use of Music within the wider KS1 Curriculum.  To follow the scheme of work, Charanga, across the Infant School while adding in other teacher led creative ideas to enhance the scheme in music planning and in the wider curriculum.  To ensure evidence of children’s progression in music is being captured half-termly. | Summer 2020  Summer 2020  Summer 2020 | Music subject leader  Teaching Staff  Music subject leader  Teaching Staff  Music subject leader  Teaching Staff | Monitoring, planning, lesson observations, pupil interviews  Monitoring, planning, lesson observations, pupil interviews  Monitoring, planning, lesson observations, pupil interviews | Music is being used to supporting learning in the wider Curriculum.  Charanga is being used alongside teacher planned activities.  Staff to evidence music provision and new skills taught to pupils in class scrapbook once every half-term. EY’s – Capture on 2Simple/Learning Journeys. |  |
| **More Able Provision** | To update the gifted and talented register in the music and make provisions for these children to be challenged within this area through level of challenge in lesson and extra-curricular activities.    To continue to book high quality Music workshop days in conjunction with the Junior School where all children can participate and achieve. | Half termly  Arts Week 2020 | Music subject leader  Teaching Staff  Infant and Junior Music subject leaders | Monitoring, planning, lesson observations, pupil interviews  £TBC- workshop costs. | Pupils with any talents are identified and encouraged to develop their musical talents within and outside school.  Workshops are booked in for Arts Week. |  |
| **Behaviour and Attitudes** | To increase children’s enjoyment of music by inviting Junior children who are learning an instrument to play to the Infants in assemblies during the year and sometimes Infant children who play an instrument playing to the Juniors. | Termly | Music subject leaders in both schools | Time to be allocated in Assemblies. | Arts week 2020 – Workshops are booked with musicians for all classes. |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | To replace old/damaged instruments where necessary. Purchase and organise new instruments.  Opportunities for KS2 children to perform to KS1 and KS1 Children to play/sing to the KS2 children. | Autumn 2019 and ongoing | Music subject leader | Musical instrument audit. | Instruments are in good condition and safe enabling children to learn effectively. |  |
| **Leadership and Management** | To continue to support Staff with the continued implementation of the Music Scheme “Charanga”, and to support them in exploring other avenues in which to teach music. (e.g. through using a picture book to inspire composition, song writing based on topics learning, looking at great composers in history etc.). | Autumn 2019 and ongoing | Music subject leader | Staff meetings | Staff are confident with the “Charanga” Music scheme.  Other means are used to teach music. (e.g. through using a picture book to inspire composition, song writing based on topics learning, looking at great composers in history etc.) |  |
| **Parent/**  **Governor/**  **Community Engagement** | To share musical success with parents, directors, governors and other visitors during concerts and display evenings. | Autumn 2019 and ongoing | Music subject leader  CC leader | Governors’ meetings  Curriculum meetings | Governors and parents aware of current Music provision. |  |

**Long Term Objectives:**

**2020 – 2021**

* To continue using the Music Scheme, “Charanga”, as well as exploring other means of teaching music in line with the Junior School.
* To continue to ensure evidence of music lessons is being captured on a regular basis demonstrating a broad and balanced curriculum.
* To continue reviewing and resourcing instruments to ensure high quality music provision.
* To ensure there are professional, high quality music performances during the year accessible by all children.

**2021 – 2022**

* To continue to ensure evidence of music lessons is being captured on a regular basis demonstrating a broad and balanced curriculum.
* To continue reviewing and resourcing instruments to ensure high quality music provision.
* To continue to ensure that children with talents in the subject are challenged to help them develop their skills further.
* To ensure there are some Assemblies, participation and performances through the year held jointly with the Junior School.

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: PSHE**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | Ensure lessons are planned so any partner or group activities are mixed ability groups. Recording of topics are differentiated where possible or creative.  To increase lunchtime activities to develop physical health – athletics club | On going  2  On going  2 | PSHE subject leader and all class teacher  PSHE subject leader | Release time to book look and oversee planning.  1 day  £700 to replace any equipment broken and items needed to be restocked. | Lessons will be taught in mixed ability groups encouraging children to work alongside their peers who may have a learning disability.  Resources are available to develop the outside area and lunchtime clubs, reducing unwanted behaviour. |  |
| **More Able Provision** | More able children in Year 1 will work along Year 2 children as mini MDA’s. (Handover) | Summer term  4 | Mrs. Curwood and lunchtime staff | --------- | Children’s natural, group or 1:1 organisation and inter personal skills will be developed. |  |
| **Behaviour and Attitudes** | To meet regularly with Mrs. Curwood to check for any problems with children using the equipment and to ensure that there is still an interest in the lunchtime clubs. To use time out areas or pastoral room. Whole school assemblies on how to use the equipment. | On going  2 | Mrs Curwood and PSHE leader | ----------- | Children’s behaviour and attitudes will be appropriate when using lunchtime equipment and playing together, through of assemblies and adults interaction during play. |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | To view beforehand any YouTube material before class use- this is online with the school policy.  Internet safety day…to ensure that that this is included in ICT lessons.  To regularly check the Minion problem box. Follow up any children’s notes that are cause for concern with the class  Year 6 children come and help organise/run the lunchtime activity clubs in the infants. | On going  1  Half termly  2  On going  1  On going  1 | All class teachers  All class teachers  PSHE leader  Mrs curwood | -----------  ------------  ------------  ------------ | Children have access to You Tube clips that have been viewed by an adult and are secure.  Children are aware of the dangers when using social media sites.  Concerns are dealt with or passed onto safeguarding person.  Children’s natural, group or 1:1 organisation and inter personal skills will be developed. |  |
| **Leadership and Management** | To ensure all clubs and pupil roles are being carried out as outlined in the Bronze Healthy School Award.  To meet regularly with Mrs. Curwood to check for any problems or future plans. | On going  2 | PSHE subject leader  PSHE subject leader, Mrs. Curwood | ----------  ------------ | Lunchtime clubs, Mini MDA’s, YR2 playground leaders, are in place and being carried out successfully.  All staff are happy with current and any future plans involving clubs and lunchtimes. |  |
| **Parent/**  **Governor/**  **Community Engagement** | Parents are informed half termly by the year group teacher, what is being taught for PSHE that term. | Half termly  2 | Year group leader | ------------ | Parents are informed and aware of topics being taught. |  |

**Long Term Objectives:**

**2020 – 2021**

* Continue to monitor the LCP scheme of work and SEAL programme.
* Monitor and arrange times for the use of the outdoor sports court for lunchtime clubs.

**2021 – 2022**

* Continue to monitor the LCP scheme of work and SEAL programme.
* Continue to monitor the use of the outdoor sports court for lunchtime clubs

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: SMSC**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | Ensure English/ Foundation Plans show clear and detailed SMSC links using prompt lists for objectives where appropriate. (Appendix A Promoting SMSC and appendix B Havering Education services SMSC audit)  To ensure a rolling programme of assemblies is devised, which focuses upon a diverse range of spiritual, moral, social and cultural themes, including topical customs/traditions and rapid response sessions re world events.  To ensure a range of extra- curricular clubs are provided e,g, Dance, Football, Fitness, Badminton, Choir, Orchestra, Art and Enterprising clubs etc. provide a wider conceptual and linguistic framework within which the children can learn about other cultures.  British values to be evident within planning, assemblies and other areas of school life, including classroom displays.  To continue to update the provision of SMSC Audit Document thoughout the school and maintain the SMSC/ British Values/ School Council displays and evidence portfolios. | Termly/ 3  On-going  On-going  Ongoing | Subject leader, all staff  HT/DHT/RE leader/ Class teachers  Class teachers/ Teaching assistants/Volunteer Parent/External Providers  HT/DHT/SMSC / RE / PSHE Leader/ Class Teachers/ Mid-day assistants/ other stakeholders within the school  DHT/SMSC / PSHE / RE Leader/ Class teachers  SMSC Leader/ Class teachers | Termly Subject Leader Time  [www.assemblies/org.uk](http://www.assemblies/org.uk)  SMSC Portfolios for each class in Yr 1 and Yr 2  £30  School Council badges £30 | Subject leader to monitor planning termly: Literacy and Foundation plans clearly show links to the separate areas of SMSC where possible.  All pupils are receiving a broad and balanced collective worship sessions, which give them the opportunity to explore and question different values and beliefs.  Extra-curricular opportunities cater for the holistic development of every child.  All stakeholders will demonstrate British values within school.  SMSC is evident in all areas of school life and its community. |  |
| **More Able Provision** | School Council - continue to elect Councillors and hold half-termly meetings.  To continue lunchtime Philosophy Club selected Yr 2 Higher Achievers  Look into Councillors visiting other schools to widen their knowledge/ understanding of different socio-economic backgrounds (carried forward from 2018/19) | Autumn Term / 1  Spring Term 2020 / 2  Spring or Summer Term 2020 / 2 | Subject Leader  Subject Leader  Subject Leader/ DHT | None  None  Transport costs? | Half termly meetings will be held to discuss important issues within school; meetings will follow Class Circle Time discussions.  Weekly lunchtime discussion club to be held.  Links with another school will be made - reciprocal visits occur.  School Councillors will meet up with children from another school. |  |
| **Behaviour and Attitudes** | To ensure staff, governors and pupils, the interactions between people and the way they care for one another demonstrate an understanding that SMSC and British Values underpin all areas of school life.  To ensure the quality of the physical environment, the range of opportunities provided by the school both within the curriculum and beyond it, the relationship developed by the school with the wider community and school communication all have a part to play. | Ongoing / priority 1 | Subject Leader  Senior Management  All teaching and non-teaching staff  All pupils  Volunteer helpers  Outside agency clubs and visitors to the school | None | * Each child will be given the opportunity to explore social and moral issues; develop a sense of social and moral responsibility and promote the British Values; provide children with opportunities to explore and develop: Their own values and beliefs   Their own spiritual awareness  Their own high standards of personal behaviour  Their team and collaborative skills  A positive, caring attitude towards other people  An understanding of their social and cultural traditions  An understanding of democratic processes and the law in England  An appreciation and acceptance of the diversity and richness of their cultures  Their opportunities to experience other cultures  Their ability to celebrate each other’s successes  Their access to a range of educational visits |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | School Council / Class Circle Times to consider and discuss these areas as part of regular half-termly meetings eg what can we do in school to stay safe/ healthy etc. also link with PE Lead re. Healthy School Initiatives.  Continue links across Rise Park Infant and Junior Schools, as part of the Rise Park Academy Trust, to ensure continued shared resources and working patterns, smooth transition, economies of scale and improved communication channels within the wider school community.  Hold joint School Council meeting.  Arrange a visit to the Mayor – with School Councils for KS1 and KS2. | Autumn Term / 1  Ongoing  End of Summer term 2020 / 4  Autumn 2nd half term 2018 / 2 | SMSC lead/ class teachers  SMSC leaders  SMSC Lead/ KS2 DHT  SMSC Lead/ KS2 DHT | N/A  N/A  Transport costs | Regular half termly circle times/ meetings held for discussions.  Termly meeting held between SMSC leaders.  Joint School Council meeting held to review achievements for the year.  School Council to have met with Mayor. |  |
| **Leadership and Management** | Ensure links with PSHE/ RE/ School Council/ SENCO/ Midday leaders and other relevant members of staff are maintained regarding SMSC so that provision continues. | Ongoing | HT/DHT/SMSC / RE / PSHE Leader/ Class Teachers/ Mid-day assistants/ other stakeholders within the school | N/A | Evidence of SMSC throughout the school. |  |
| **Parent/**  **Governor/**  **Community Engagement** | To continue to encourage a wider range of visitors such as police/ fire service/ gardening support and other volunteers to come to school to encourage creativity/ support curriculum/ learning/ reading support – in particular invite grandparents to be more involved as volunteers. | Autumn term 2018 / 1 | Subject Leader/Year Group Leaders/ Class Teachers | N/A | Children will benefit from first-hand experience/ knowledge given by volunteers. |  |

**Long Term Objectives:**

**2020 – 2021**

* Look into the possibility of staff training in Philosophy for Children to include as part of curriculum for all children

**2021 – 2022**

* Partnership links with a foreign school or with different socio/ economic cohort to that at RPAT

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Art**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | To monitor the progression of skills across the key stage through a topic based curriculum, directed by the requirements of the National Curriculum  To facilitate learning through the introduction of Art Books, allowing pupils to record their ideas, research, and evaluations  To ensure that work is differentiated appropriately to enable all pupils to access the art activities and develop their knowledge and skills. | Ongoing  1  1  Ongoing  1 | Art Lead  Art Lead  Year Group Leaders  Class Teachers  Art Lead  Class Teachers | Subject Leader  time  Topic maps Planning  Folders  Art portfolio  Subject Leader time  Subject Leader time  Planning | Pupils actively engaged in their learning, producing quality pieces of work that show progression of skills.  Evidenced in final pieces of work, books, displays and art portfolio.  Pupils have a sense of ownership of their learning.  Requirements of the curriculum evidenced.  Cross curricular links apparent.  Visual aid to monitoring the progression of skills across the year groups.  All children are engaged and are able to access the activities and complete the art work.  Pieces of work, displays, SMSC journals |  |
| **More Able Provision** | To ensure that work is differentiated appropriately, providing opportunities for the more able artists, to extend their skills through the provision of challenging opportunities  To identify the more able pupils in each year group and invite them to participate in mini-projects | 1  3 | Art Lead  Year Group Leaders  Class Teachers  Art Lead | Topic maps  Planning (activities to include independent selection of scale, media, equipment, experimenting with line and form etc.) Opportunities to discuss artists and their style/media and influence on society.  Work books  Art folders  Lesson observations  £50 for materials  Staff Meeting  Half term curriculum letter | Pupils are actively engaged in their learning, applying their knowledge, understanding and skills to create a high quality piece of work.  Extended skills evidenced in art folders, books, art portfolio, SMSC journals and on displays.  Pupils are actively engaged in their learning, researching and producing high quality pieces of work.  Evidence of completed work in books or on display (photographs).  Class SMSC journals  Art portfolio |  |
| **Behaviour and Attitudes** | To complete an art survey/interviews, to establish the enjoyment and involvement of pupils within the art lesson | 2 | Art Lead  Class Teachers | Subject Leader time  Staff meetings  Survey template | Results compiled and the outcomes shared with staff.  Steps taken to address the areas raised in the survey, allowing children to deepen their understanding and learning of art topics. |  |
| **Personal Development, (including safeguarding and SMSC)** | To attend relevant training to support the teaching of art in the school  To ensure that art materials are safe and appropriate to use  To monitor the use of group activities to research, discuss (including evaluations) and create art work.  To ensure that clips from the Internet are screened prior to class use | 2  Termly  1  Termly  3  Ongoing  1 | Art Lead  Art Lead  Art Lead  Class Teachers  Art Lead  ICT Lead  Class Teachers | Subject Leader time to attend training  Staff meetings  Subject Leader time  Topic maps Planning  Work Books  Art Folders  Lesson observations  Photographs  Staff Meetings  Internet Safety Days | Teachers and staff able to deliver imaginative and engaging lessons, using relevant activities and resources.  Appropriate resources ordered that enable activities to be completed with a minimal level of risk. Evidenced in art folders, portfolio, books, SMSC journals  Pupils are able to discuss, reflect and evaluate the work of artists, their peers and their own work using appropriate vocabulary.  Pupils are able to work safely, sensibly and co-operatively and when relevant, on a large scale.  Pupils are able to develop their knowledge understanding and skills using safe educational video clips. |  |
| **Cross-phase partnerships**  **(RPAT)** | To arrange Arts and Cultural Week | Summer 2020 | Leaders of Creative Arts across the Academy | £200 for additional materials | Pupils are engaged in a rich and multi-cultural curriculum. |  |
| **Leadership and Management** | To review the Art Policy  To audit and purchase resources for teaching the art curriculum  To liaise with DT and Music Leads to plan an Arts and Cultural Week | Summer 2019  1  Termly  1  Summer 2020  3 | Art Lead  Art Lead  Year Group Leads  Art, Music, PE, DT Leads across the Academy | Subject Leader time  Subject Leader time  Resource costs £1500  Topic maps  Planning  Staff Meetings  Staff Meetings | Updated policy.  Quality materials are used that actively engage pupils in their learning, applying their knowledge, understanding and skills to produce high quality pieces of work/products.  Evidenced in portfolio, books, displays and SMSC class journals.  Pupils have the opportunity to develop their artistic and physical skills within a chosen culture.  Evidenced in completed pieces of work, SMSC class journals, displays, school walks, newsletters, portfolio and assemblies. |  |
| **Parent/**  **Governor/**  **Community Engagement** | To inform parents, governors and the community of the art curriculum  To invite the school community to view work and engage in Display Evenings | Half Termly  2  3 | Art Lead  Year Group Leaders  Art Lead  Leaders of Creative Arts | Topic maps  Half termly curriculum newsletters  Newsletters  Art Folders  Work Books  Wall displays  Pieces of work/products displayed in classrooms | Is ongoing parental support impacting on pupil learning?  Pupils are engaged in a rich and varied curriculum.  Success and achievement is celebrated. |  |

**Long Term Objectives:**

**2020 – 2021**

* To monitor the use of Art Books across the key stage
* To create an Art Area in which examples of art work from across the school can be displayed
* To continue to monitor the progression of skills across the key stage, so that they are in line with the National Curriculum requirements

**2021 – 2022**

* To review the Art Policy
* To organise a termly cross phase art activity, in which pupils will have the opportunity to work with different year groups

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Science**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | To monitor the progression of skills across Key stage 1 through a topic based curriculum. Checking planning meets the requirements of the National Curriculum.  To monitor the teaching of science across Key Stage 1, checking pupils are receiving a more practical, first- hand experience and an outdoor based curriculum.  Continue to check that KS1 teachers are keeping results up to date each term. Monitor progress and attainment of science.  To introduce a ‘floor book’ to each KS1 class for collaborative recording of work. To develop ‘pupil voice’  Ensure that all science lessons are accessible by all pupils  To monitor the provision of ‘science’ in EYFS through The World,milestones. Aim for the majority of children to achieve ELG for EYFSP.  To monitor the provision of ‘The World’ milestones in Sunbeams nursery | 1  On going  1 ongoing  1  1  Ready for use from September  1  1  2 | Science lead and KS1 staff  Science lead and teaching staff  Science lead  Science lead and KS1 staff  Science lead and KS 1 staff  Science lead and EYFS staff  Science lead and Nursery Manager | Science lead time for curriculum checks  ½ day per term  Science lead times for book look and floor book check  1 day per term  Check as part of book look  Floor books x6  £80  ½ day per term | Pupils are presented with an engaging science curriculum that has a focus on first-hand experience and using the outdoor environment  Majority of pupils are judged to be at ‘expected’ level.  Floor books are used regularly and provide an insight into coverage and learning.  Pupils in EYFS receive an appropriate opportunity to develop their understanding of the world and majority achieve ELG at the end of this stage.  Nursery children are accessing outdoor opportunity. |  |
| **More Able Provision** | Use the ’CREST’ activity sheets (STEM) as an extra activity across year 1 and year 2 More Able pupils.  To use the floor books as a resource to look for patterns and change in outdoor studies.  To give opportunity for pupils to devise a question and methods of enquiry – develop through TAPS and Explorify. | 1  2  1 | Science lead  Class teachers  Class teachers |  | Pupils are better equipped to investigate questions.  Pupils have increased opportunity for investigative tasks  Pupils are using/applying good vocabulary |  |
| **Behaviour and Attitudes** | To meet with a mix of pupils to gain insight into their interest in science and how they view our outdoor environment (nature woods) | 2 | Science lead | ½ day to work with pupils | A series of questions are asked and analysed to improve opportunities and school grounds |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | Lessons continued to be developed in a safe environment.  Visitors have appropriate risk assessments in place.  Planning shows reference/thought given to SMSC.  To work alongside Junior counterpart to plan science week  Science leaders to meet termly.  Review Science policies with a view to creating one policy across the Trust. | 1  On going  3  Spring term  3 – termly  2  Spring term | Science lead  Science lead  Science lead  Science lead | Staff meeting  Staff meeting  Release time  2 day | Equipment is checked by staff before use.  Risk assessments are checked before visits.  Consistent approach across both schools with some joint events planned and delivered |  |
| **Leadership and Management** | Plan science week – organise a whole school interactive assembly and focussed tasks for Year 2 pupils  To purchase basic equipment for science lessons and science week | 3  Spring term  3  Spring term | Science lead | Science week – approx. £380 plus additional resources £30  Topping up resources for outdoor boxes including items such as bird feed £130 | A successful science week sees pupils fully engaged and curious  Appropriate resources are updated or expanded. |  |
| **Parent/**  **Governor/**  **Community Engagement** | Prepare reports for Directors/ Governors to keep them informed of current achievement across the school. – as directed by Executive Head-teacher  Keep staff informed of Science developments through staff meetings  Inform parents of science week and how they can support at home. | 2  3  4 | Science lead  Science lead  Science lead | Time to complete report as required  Staff meeting time | Report completed and distributed to governors/ directors. – as requested  Staff meeting/ training is delivered relating to the new National Curriculum and development needs. |  |

**Long Term Objectives:**

**2020 – 2021**

* Review the outdoor planning
* Set up science clubs through
* Review the floor books and their use and value
* Review resources required for outdoor based science

**2021 – 2022**

* To look at making cross phase links for KS1 and KS2 – activities that KS2 can support KS 1 with
* Enquire about having
* Develop more forest school plans and link to science curriculum

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Design and Technology**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority**  **1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | To monitor and evaluate the progression of skills across the key stage  To audit and update resources for DT and Food Technology. | Ongoing (2)  Ongoing (1) | DT Subject Leader  DT Subject Leader | Planning  Lesson observations  Pupil design and evaluation sheets  Products  Portfolio of work  ½ day supply cover  (£70)  Planning  Curriculum maps  Subject overviews  Resource costs  ~£500  Supply cover:  Two 1/2 days £140 | Children are able to apply their knowledge, understanding and skills to engage in the process of design and making, producing a product that reflects the expectations for each year group.  Planning  Pupils are actively engaged in their learning, able to apply their knowledge, understanding and skills to design and make high quality products, using appropriate resources.  Portfolio of work |  |
| **More Able Provision** | To consider introducing DT/Food Technology workshops/links in Years 1 and 2, for high attaining pupils | Summer 2019 (3) | DT Subject Leader | Planning  Curriculum maps  Subject overviews  Resource costs  ~£500 | Children are able to apply their knowledge, understanding and skills to engage in the process of design and making. Children have a better understanding of a healthy and varied diet and the processes and skills required to prepare dishes. |  |
| **Behaviour and Attitudes** | To speak to the children and create evaluation sheets to understand their views and needs on D+T and reflect on this.  To ensure the development of personal/ social skills and behaviour in DT/Food Technology lessons. | Ongoing (3)  Ongoing (2) | DT Subject Leader  DT Subject leader,  Teaching Staff | Pupil design and evaluation sheets  Planning  Lesson observations | Through the children’s voice DT lead will be able to monitor and ensure of a varied DT curriculum.  Children are able to discuss ideas, working safely, sensibly and cooperatively (partnered and group activities) to produce an end product.  Photographs of children during design and making process. |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | To ensure that clips from the Internet (e.g. You Tube) are screened prior to class use.  To ensure that equipment used has undergone the necessary safety checks.  Meet D+T subject lead in KS2 for updates across the year groups. | Ongoing (1)  Ongoing (1)  Ongoing (3) | DT Subject leader,  Teaching Staff  DT Subject leader  DT Subject leader | Staff Meetings  Planning  PAT testing | Children are able to develop their knowledge, understanding and skills using safe educational video clips.  Level of risk is minimal.  Subject leader shares developments/updates in DT with staff. |  |
| **Leadership and Management** | To keep updated with new developments in D&T  To ensure all classes create a 3D model during Arts week.  To liaise with Music/PE/Art Subject leaders to organise events/workshops that will take place during the Arts week. | Ongoing (2)  Summer 2019 (3)  Summer 2019 (2) | DT Subject leader  D&T/ Art Subject leader  Art/Music/PE/D&T Subject leaders | Attend Subject Leader meetings.  Staff Meeting | Subject leader shares developments/  updates in DT with staff.  Pupils will have the opportunity to develop their artistic and DT skills    Pupils will have the opportunity to develop their artistic and physical skills and techniques |  |
| **Parent/**  **Governor/**  **Community Engagement** | To continue to keep the governors informed of changes in the planning and delivery of D&T through a topic based approach.  To inform parents of the D&T curriculum, via half termly curriculum letters and meetings. | Ongoing (1)  Ongoing (1) | DT subject leader  DT Subject leader  Year group teams | Planning  Curriculum map  Half termly curriculum letters | Governors have a clear understanding of how D&T is implemented within the new curriculum.  Is on-going parental support impacting on pupil learning? |  |

**Long Term Objectives:**

**2020 – 2021**

* To continue to review and update resources.
* To monitor the impact of workshop/links in Years 1 and 2 for high attaining pupils.
* To introduce DT/Food Technology workshops/links across the key stage.

**2021 – 2022**

* To continue to review and update resources
* To monitor the impact of workshop/links across the key stage

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Religious Education**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | To enable children to access a broad and balanced by ensuring RE is being taught as a separate subject as well as being taught cross-curricularly to deepen learning e.g. during English, Art etc.  To enable teachers to have time to explore the wide range of resources/ artefacts that the infant school has available. This will ensure that they are being used effectively to produce lessons that are highly engaging and ensure learning is accessible to all pupils. | 1  1 | RE lead  Year group leaders  SENCO  SLT  RE lead  Class teachers  SLT – staff meeting time | Plan creative activities to support teaching of RE linked to Foundation subjects of Art and DT. Minimal cost required.  Staff meeting time to explore resources and plan how to use them to support RE lessons for Year Group. | Evidence of RE teaching is seen across the curriculum e.g. in English books through writing based upon Divali stories or by making Rangoli patterns in Art.  Teachers are using practical resources and religious artefacts, with confidence, to support the teaching of RE. |  |
| **More Able Provision** | To encourage higher order/ philosophical thinking and questioning skills in more able children. | 1 | RE lead  Class teachers – discussion of importance of planning for thinking/ questions related to RE during PPA | - | There is evidence of children’s growing thinking skills in their books/ during lesson observations. Children are able to ask questions about the world and beliefs whilst appreciating the beliefs/ faiths of others. Teachers are seen to be encouraging these beliefs through use of open ended questions rather than closed/ information recall. |  |
| **Behaviour and Attitudes** | To support children to further develop their understanding and appreciation of other views, beliefs and cultures. This could be aided by creating an inclusive display in the hall celebrating beliefs/ traditions of the school. | 2 | RE lead  RE visitors/ religious leaders  Assemblies led by staff that discuss RE themes | - | Children are seen to be understanding of the views of others that are different to their own. |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | Attend any relevant training to support teaching of RE in the school.  To meet regularly with KS2 RE lead and church/ local religious leaders to discuss how they can support the school in the teaching of RE and arrange dates/ visits. | 2  2 | RE lead  KS1/ KS2 RE lead  Religious leaders/ visitors | Time to attend any training.  - | School maintains and continues to build strong links within the community.  Children’s appreciation of the links between school and home deepens. |  |
| **Leadership and Management** | To monitor teaching of the PlanBee scheme and ensure quality RE teaching across the school through observations/ RE drop-ins and book looks.  To continue to involve the church/ religious leaders/ ‘experts’ in teaching specialist lessons to support religious education teaching across the school. | 1  2 | RE Leader  SLT  Religious leaders/ visitors | Time to conduct book looks/ RE observations/ drop-ins.  Arranging visit to the church.  Arranging church to visit Year 1 (Christingles) and conduct assemblies (Harvest and Easter). | RE is taught consistently well across the school.  Teachers show confidence when teaching RE and the learning and work produced by children is of a high quality. |  |
| **Parent/**  **Governor/**  **Community Engagement** | To make/ continue contact with parents who may wish to visit school to share their own examples of faith and celebrations.  Investigate possibility of Year Groups bringing in examples of celebrations they have shared at home e.g. Christenings, weddings, Diwali to create a shared display, etc. | 3  3 | RE Leader  Deputy Head  Parents/ Carers | Letter to request examples of celebrations of the children. Possible Autumn Year 2, Spring Year 1 and Summer Year R. | School maintains and continues to build strong links within the community.  Children’s appreciation of the links between school and home deepens. |  |

**Long Term Objectives:**

**2020 – 2021**

* Establish a ‘bank’ of parents/ carers/ visitors from the local community who can discuss faith and celebrations with pupils.
* Organise opportunities for children to share evidence of their own celebrations/ family beliefs through the year to celebrate/ learn about different festivals/ faiths within the school. Photos to create a ‘Tree of Experiences’ display in Infant hall.
* Monitor the use of practical resources/ artefacts to support the teaching of PlanBee scheme of work.

**RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2019 - 2020**

**School: Rise Park Infant School**

**Subject Area: Assessment**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale/Priority 1-5** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Quality of Education**  **(including SEND, PP and**  **disadvantaged groups)** | Continue to hold pupil progress meetings each term with class teachers and the English/ Maths Leader. Milestones of at least 6 pupils will be moderated.  Milestones submitted to Assessment Leader and English/ Maths Leader every half term (Dates to be given to teachers). Data inputted into tracking system termly and analysed.  Ensure high expectations of children’s end of year milestones are set and these are in line with the new assessment system.  Set target with teachers that 85% of pupils make expected progress across the year (3 points) and 20% make accelerated progress in reading, writing and maths.  Track the progress and attainment of groups of children, including Vulnerable Pupils, Pupil Premium, Non Pupil Premium, More Able, Boys/ Girls, SEN, EAL and White British Boys for reading, writing and maths.  Monitor the impact of interventions. Review groups/ interventions where necessary.  Continue to monitor the use of the tracking pupil progress sheets for the new national curriculum/ assessment (reading, writing and maths) and ensure teachers are confident in using these to reach an accurate milestone for each child. | 1  Termly  1  Half-termly  1  Autumn  1  Autumn  1  Termly  2  Termly  2  Termly | English/ Maths Leader/ SENCO  English/ Maths Leader, Assessment Leader  English/ Maths Leader, Assessment Leader  English/ Maths Leader, Assessment Leader  English/ Maths Leader, Assessment Leader, SENCo  English/ Maths Leader, SENCo  English/ Maths Leaders | Supply Teacher  (See English for budget)  Tracking Sheets  SIMs Assessment  Tracking Pupil Progress grids  Tracking Pupil Progress grids  New SIMs assessment marksheets  Feedback from TAs/ class teachers, Assessment data and analysis, intervention observations  Tracking pupil progress sheets  Discussion with teachers | Termly pupil progress meetings continue to be embedded into yearly practice and inform the SLT of the performance of different groups/ cohorts across the school.  Pupil attainment milestones are submitted using agreed tracking grids half-termly and input onto SIMs termly.  Teachers set high expectations of pupil’s progress to be made throughout the academic year and this is consistent across the year group.  High expectations are set of pupil’s progress. At least 85% make expected progress (1 point per term) and 20 % make accelerated progress.  The progress of all children in every year group is monitored against their baseline milestone. Pupils who are not making required progress are identified and interventions put in place.  Reading/ Writing and Maths interventions are taking place and are provided to targeted individuals/ groups in every year group. The impact of these are monitored termly and reviewed where necessary.  The new pupil progress sheets are used to monitor the attainment and progress of children in reading, writing and maths. Highlighting reflects milestones awarded. |  |
| **More Able Provision** | Monitor more able progress through data analysis. Subject leaders to include more able focus as part of the moderation process. | 2  Termly | Assessment Leader/ Subject Leaders | Sims analysis  Moderation | More able pupils making clear progress with some evidence of accelerated progress.. |  |
| **Behaviour and Attitudes** | Ensure that pupils are involved in the ongoing, regular assessment and review of their own learning in writing and maths, including: self-assessment against the success criteria, peer-assessment, reviewing termly targets and editing/up-levelling their work for improvement. | 2  Ongoing | Assessment Leader/ English Leader/ Maths Leader | Pupil’s work | Pupils are actively involved in regularly reviewing their own learning and this is evident in pupils’ maths and literacy books. |  |
| **Personal Development (including safeguarding and SMSC)** | Vulnerable pupils (e.g. PP, SEN, EAL, Non-PP, WBB, VP) are identified and their progress and attainment tracked on a half termly basis.  Case studies to be kept by class teachers of all vulnerable pupils, which are to include ongoing assessments, IPPs, logs of meetings etc. | 1  Half-termly  1  Ongoing | Assessment Leader/ SENCo  Class teachers/ SENCo | Provision Plans, assessment data  Folders/ documents for each child | Vulnerable pupils’ needs are analysed half-termly and any interventions required are provided.  Case studies ensure that an up-to-date profile of each child is maintained.. |  |
| **Cross-phase partnerships**  **(RPAT)** | KS1 and KS2 Assessment Leaders (along with SLT) moderate KS1 test outcomes before final data is submitted.  Review the Assessment, Recording and Reporting Policy and make changes where necessary.  Close liaison with Junior Assessment Leader to ensure consistency of procedures and assessment templates across the two key stages.  Provide opportunities for teachers to moderate milestone judgements across the Trust. | 1  July 2019  2  Autumn  3  Ongoing  2  Ongoing | Assessment Leaders/SLT  Assessment Leaders  Infant/ Junior Assessment Leaders  Infant/ Junior Assessment Leaders | Meeting time  Meeting time  Meeting time/ Training meetings together  Staff Meeting time | Moderation of KS1 outcomes is completed before data is submitted.  The policy is reviewed and changes made where necessary to reflects the current practice of assessment across the two schools.  Assessment Leaders to work closely together to look at data across the key stages, use the same tracking systems to monitor and analyse data as well as the same provision maps.  Teachers are provided with time to moderate across the key stages to develop confidence in reaching an accurate milestone of pupils’ outcomes. |  |
| **Leadership and Management** | Monitoring cycle is established at the beginning of the year for observations, book looks, surveys, submission of assessment data etc.  Attend any relevant assessment training sessions delivered by the LMS Team. Liaise with link support officer in the LMS Team if further support/guidance is needed.  Provide opportunities during the year e.g. through the monitoring cycle, for teachers to moderate milestone outcomes in year groups, as well as across the key stage. Maintain an evidence folder for reference.  Milestones submitted for reading, writing and maths (SPaG termly) to the Assessment Leader every half term. Dates to be given to teachers in advance. Data inputted into SIMs termly and tracked and analysed against the children’s end of previous year milestone.  Work with Foundation Leaders and Foundation Subject Leader to develop a consistent, manageable approach to assessing pupil achievement within the broader curriculum. | 1  September  3  Ongoing  1  Termly  1  Half termly/termly  2  Autumn | SLT/ Subject Leaders/ HofS  Assessment Leader  Assessment Leader  Assessment Leader  Assessment Leader/ Foundation Subject Leader/ Foundation Leaders | Monitoring cycle  Cover needed for subject leaders to complete monitoring tasks  Training courses  Cost of course is required  Staff Meeting time/ INSET time  Pupil Tracking Grids  SIMs Assessment  Meeting time | All termly monitoring is undertaken by distributed leadership team/ subject leaders and outcomes communicated to all relevant stakeholders.  Relevant courses are attended and knowledge implemented. Further support is sought if necessary.  Teachers are provided with time to moderate in teams to develop confidence in reaching an accurate milestone of pupils’ outcomes.  Pupil attainment milestones are submitted using agreed tracking grids half termly and inputted onto SIMs termly and analysed. This information is then shared with all teachers during pupil progress meetings.  A consistent, manageable approach to assessing the broader curriculum is developed and implemented. |  |
| **Parent/**  **Governor/**  **Community Engagement** | Data reports produced to share with staff, governors and directors in order to assess impact and identify actions to narrow gaps. Meet with link governor on a termly basis. | 2  Termly | Assessment Leader | Data reports | Data is analysed and reports produced and distributed to key stakeholders. Meeting to take place with link governor on a termly basis. |  |

**Long Term Objectives:**

**2020 – 2021**

* Monitor and review assessment across the broader curriculum

**2021 – 2022**

* Review assessment systems
* Ongoing moderation and development of portfolio’s

**RISE PARK ACADEMY TRUST – SCHOOL IMPROVEMENT PLAN 2019-2020**

**Area: Governance**

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| **SEF**  **heading** | **Strategic Planning Area** | **Timescale** | **Lead Staff** | **Resources/**  **Costs** | **Success Criteria** | **Monitoring/**  **Review Of Progress** |
| **Outcomes for Pupils** | We have developed a termly overview of visits to coincide with the report schedule currently in place. This has been made possible by the purchase of governor hub.  Increased presence of all governors during the school day with the focus being on school improvement plan  Governors attend school council meetings  Collect pupil’s opinions through pupil voice questionnaires and meetings. | Autumn Term  Autumn Term  Yearly/ongoing | Chair of Governors/ Headteacher  Chair of Governors  Chair of Governors  All governors | Supply cost  Use of room  Questionnaires | A clear plan will be available for all governors/school staff  School visits are planned in advance (at least 4 weeks before the LAB meeting)  Reports are prepared in advance using approved template (at least 3 weeks before the next LAB meeting)  Pupil voice meeting is completed and results analysed |  |
| **Quality of Teaching, Learning and Assessment**  **(including SEND/PP/**  **disadvantaged**  **/MA groups)** | All governors to continue attending events within the school.  Governors to form a working party to focus on raising the attainment across the school in spelling  Governors to attend observations that will mirror the school key objectives | Ongoing  September 2019  Ongoing | All governors  All governors |  | Governors will be present and visible at important school events such sports day, assemblies, SATS, etc...  Governors will complete observations and provide feedback at next LAB meeting. |  |
| **Quality of Leadership and Management** | Continue to develop the roles of governors through training. | Ongoing | All governors | Training/course costs | Governor’s confidence and knowledge increases.  Governors become more confident to with their area and are able to ask relevant questions at LAB meetings. |  |
| **Personal Development, Safety and Welfare**  **(including safeguarding/SMSC)** | Training and development is attended and updated frequently.  Governors to attend safeguarding training annually. | Ongoing  September 2019 | Training and development governor  All governors | Course costs | All training is logged and presented at LAB meeting.  All governors inform Training and development governor when they have attended a course.  All governors to attend relevant training. |  |
| **Views of stakeholders** | To increase communication with parents/carers | July 2019  Termly | Chair of governors/all |  | A minimum of 1 Governor to be present at school events to be available to talk with parents/carers. |  |

**Long Term Objectives:**

**2019 - 2020**

* To fine-tune pupil/parent voice meetings to meet the needs of the school.
* To recruit governors with relevant skills
* To recruit a full governing body
* To have a secure plan for visits and reports**.**