

**Rise Park Junior School**

**School Improvement Plan 2019 – 2020**

**Key Performance Indicators**

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| Key Priority 1 | Key Priority 2 | Key Priority 3 |
| Continue to raise standards in reading, with an emphasis on the development of comprehension skills for lower/middle attainers. | Sustain and further improve achievement in mathematics in order to ensure that standards rise year on year. | The Foundation Team is developed and strengthened in order to ensure effective leadership of a broad and deep curriculum. |
| Success Criteria | Success Criteria | Success Criteria |
| Lower and middle ability pupils are targeted through personalised learning in order to achieve/exceed age related expectations. | 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. |
| Lead Staff | Lead Staff | Lead Staff |
| Literacy Leader  Assessment Leader  SLT/Year Group leaders | Maths Leader  Assessment Leader  SLT/Year Group leaders | SLT  CPD Leader |

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

**School: Rise Park Junior 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)** | Continue to hold Pupil Progress Meetings each term with class teachers, the English and Maths Leader as well as the Inclusion Manager. Discussion is based around the children’s’ needs and the support to be provided. Teachers to attend meetings with their Provision Map already completed.  Teachers set end of year targets based on the children’s end of KS1 test outcomes, so that teachers are aware of those pupils who need to make accelerated progress and ensure all pupils remain on track.  Continue to track the progress and attainment of groups of children, including Vulnerable Pupils, Disadvantaged, Non Disadvantaged, More Able, Boys/ Girls, SEN, Non FL, KS1 Middle Attainers and White British Boys for reading, writing and SPaG against their baseline milestone (milestone from the end of the previous year).  The progress and attainment of all pupils for reading, writing and maths is tracked against their end of KS1 outcome to ensure that any children who are not on track to make the expected progress and reach the end of KS2 outcome is closely monitored. If a child is not making the expected progress they will be identified within the termly Provision Map.  Continue to raise standards in English throughout the school, with a specific focus on boys’ achievement (narrowing the gap between girls and boys).  Ensure each class has an inviting and attractive reading area in the classroom. The winning class will receive a book set of their choice. | 1  Termly  1  September  1  Termly  1  Termly  1  Ongoing  1  Oct half term | Assessment Leader/ English/ Maths Leader/ Inclusion Manager  Assessment Leader  Assessment Leader  Assessment Leader  English Leader  English Leader/ Class Teachers | Cover x 2 (internal)  Progress Tracking Grids  Progress Tracking Grids  SIMs assessment marksheets  SIMs assessment marksheets  Progress tracking grids  Display materials **£30 budget for each class, £20 for prize** | Termly pupil progress meetings continue to be embedded into yearly practice and inform the SLT/core subject leaders of the performance of different groups/ cohorts across the school.  Teachers set end of year target milestones based on KS1 test outcomes to ensure all pupils are on track.  The progress of all children in every year group is monitored against their baseline milestone. Pupils who are not making required progress are identified on termly provision maps and additional intervention put in place.  Progress and attainment is tracked against the KS1 outcome to ensure children are on track to make the expected progress by the end of KS2. Those not making the expected progress are monitored and additional support provided.  Standards in English, particularly in writing, continue to improve and the gap between girls’ and boys’ achievement in English is diminishing.  Each classroom has an inviting and attractive library area which encourages and inspires children to read. |  |
| **More Able Provision** | Monitor more able progress through termly data analysis of reading and writing.  Ensure a wide range of opportunities and challenges are provided for more able pupils e.g. running an in-house writing workshop, competitions, more able story during Book Week.  Two pupils from each class are selected to be a ‘Reading Ranger’ to support reading within the class (higher ability/more able)  More able writers to work with children from other year groups in order to develop writing skills and to share their expertise. | 2  Termly  2  Ongoing/ Spring Term  1  Oct half term  1  At least half termly | Assessment Leader/ Subject Leaders  English Leader  English Leader/Class teachers  English Leader | SIMs assessment marksheets  Cost of external workshops **£120**  Time to meet with Reading Rangers to discuss expectations  Time for children to go to other classes to support | More able pupils making clear progress with some evidence of accelerated progress.  More able children are provided with challenging opportunities throughout the year.  Reading Rangers are used in each class to support reading e.g. listen to children read at least once a week.  More able join together during literacy lessons to help develop skills. |  |
| **Behaviour and Attitudes** | Carry out an English survey with the children to gain an understanding of their current views and perceptions. Share the feedback with teachers. | 3  Spring Term | English Leader/ Class teachers | Pupil Survey, time to meet with pupils | Pupil voice is obtained about the current practices in English and shared with the teachers. |  |
| **Personal Development, (including safeguarding and SMSC)** | Provide a range of exciting and inspiring opportunities and experiences to children in relation to English across the year e.g. Book Week, author visits, Book Fair, assemblies, competitions, library visits, workshops etc.  Ensure each class develops a ‘Focus Readers’ list for those children who do not have the opportunity to read at home. An adult or the class ‘Reading Ranger’ then reads with them at least 3 times a week (Y3/4). | 2  Ongoing  2  Autumn 1 | English Leader  English Leader | Cost of author visit, workshops etc. **£700**  Focus reader list | Children are enthused and interested in English by the range of opportunities and experiences that are on offer during the year. This is reflected in the feedback that is given by them and parents.  Children who are not heard read at home are provided with opportunities to read to a member of staff on a daily basis which improves their reading development, confidence and interest. |  |
| **Cross-phase partnerships**  **(RPAT)** | Provide opportunities for teachers to moderate writing judgements together, both within the key stage and across the two key stages, to develop confidence and ensure consistency throughout.  English leaders to meet as a team half termly/termly to discuss new developments, events, training needs etc.  Review the English Policy, making amendments where necessary and combining it to create a Trust Policy.  Cross-phase events are planned for e.g. Book Week, Reading Partners, Spelling Bee. | 1  Termly  2  Half termly/Termly  2  Autumn Term  2  Ongoing | English Leaders  English Leaders  English Leaders  English leaders | Staff meeting time  Meeting time  Meeting time  Meeting time | Teachers are provided with opportunities to moderate writing judgements and develop confidence in using the tracking sheets.  Consistent approach across both schools with some joint events planned and delivered.  English Policies reflect the current practice of both the Infant and Junior School.  Opportunities are provided during the year for pupils to work across the key stages. |  |
| **Leadership and Management** | Continue to liaise closely with the English Leader in the Infant School to ensure consistency across the schools to further promote and develop the curriculum.  Continue to review staff training needs and provide the necessary training/ courses that are available. Keep staff updated of any relevant updates during staff meeting time.  Through, observations, drop-ins, planning and book scrutiny’s, and as part of the monitoring cycle, monitor the effectiveness of whole class reading, SPaG lessons, literacy lessons and classrooms displays (working walls and reading areas), to ensure a high standard of delivery and provide feedback to teachers.  Develop a school overview plan for whole class reading to ensure a variety of texts/genres are being covered across the year and progression is evident.  Teachers complete termly moderation with their year group partners to ensure judgements are accurate and consistent, prior to submitting data.  Provide opportunities for new/less experienced teachers to observe the good/outstanding practice of others.  As part of the monitoring cycle, monitor the use of the tracking pupil progress sheets for reading and writing and ensure these are used effectively to plan lessons and assess children’s attainment.  Continue to develop a portfolio of evidence of moderated writing across the school for teachers to use to help them support their judgements.  Review the handwriting and presentation policy and emend where necessary. | 3  Ongoing  2  Ongoing  1  Ongoing  2  Autumn Term  2  Termly  2  Ongoing  2  Ongoing  2  Ongoing  2  Autumn Term | English Leader  English Leader  English Leader  English Leader  English Leader  English Leader/SLT  English Leader/ Assessment Leader  English Leader  English Leader | Half termly meetings between English Leaders across the schools  Availability of courses/ CPD training  Monitoring Time  Staff meeting  Meeting time for teachers to moderate  Internal cover  Monitoring time  Portfolio/ Evidence of writing  Handwriting and Presentation Policy | Links continue to be developed 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.  All aspects of English are delivered effectively across the school and teachers are given feedback about their performance.  A whole school overview for whole class reading is developed and ensures coverage and progression in each year group.  Year group teachers complete a writing moderation session each term of selected pupils to ensure accuracy and consistency of judgements.  Teachers are provided with opportunities to share their good/outstanding practice with others.  Tracking pupil progress sheets are used to plan lessons and identify milestones for each child.  Portfolio of evidence is established for teachers to use to support them in reaching teacher assessment judgements.  The policy is reviewed and reflects current practice. |  |
| **Parent/**  **Governor/**  **Community Engagement** | Prepare reports for Directors/ Governors to keep them informed of current achievements across the school and areas for development.  Produce information packs/leaflets for parents e.g. on relevant English developments, ways in which they can support their child’s learning at home, reading lists, information about Book Week etc. | 1  Termly  2  Ongoing | English Leader  English Leader | Time to complete report | Termly progress report completed and distributed to governors/ directors.  Booklets/information for parents completed and distributed. |  |

**Long Term Objectives:**

**2020 – 2021**

* Continue to build upon portfolio of moderated writing
* Review English Term Overview
* Moderation across cluster schools

**2021 – 2022**

* Review Spelling Overview

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

**School: Rise Park Junior School**

**Subject Area: Mathematics**

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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 (Year 3 to Year 6)  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.  Maths Hub research groups to help develop the teaching of mastery maths lessons.  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 Maths Talk culture in lessons, particular focus on accurate use of mathematical vocabulary, as this will help to develop children’s reasoning across the school. Jo Boaler ‘Why Number Talks’ to help support staff to develop this culture.  Focus on the current good practice, use good examples of planning and reasoning to show staff, and set targets ensuring reasoning is a priority.  Maths termly assessments to be reviewed and appropriate papers provided to Year groups -to ensure all children are being suitably assessed and are familiar with KS2 style questions. | 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  1 – ongoing  1 - ongoing  Aut 2019 | Maths Team  Maths leader  Maths Leader; Maths Team;  All staff  Maths Leader  Maths Leader; Maths Team  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  Maths Leader; SLT  Maths Leader; SLT | **£1000-membership (from training budget)**  ***(£2000 Academy)***  In addition:  INSET training and a school maths review in the juniors  **£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, Maths Hub research meetings    **£1000 allowance given to support in cover of lead teachers in involved in Mastery Maths Research group**  **Up to £1000 allowance provided to maths lead teachers in Mastery Maths research group for expenses such as textbooks etc.**  Resources £1500  Cost of new assessments | 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 KS2  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.  Reasoning to be explicitly taught and evidenced in books.  Lessons will be interactive and will have a significant emphasis on children’s maths talk.  Staff (including new staff) will have a wider knowledge of how pupil’s skills progress from Year 3 to Year 6 and beyond.  There will be increasing evidence through observations and book looks of fluency, reasoning and problem solving.  Improvement in children’s familiarity of KS2 maths questions, so ability to solve calculations and problems, and reasoning improves. |  |
| **More Able Provision** | Planning includes differentiated and greater depth activities, where appropriate, for pupils to access as necessary.  Promote the use of Maths Talk culture in lessons, particular focus on accurate use of mathematical vocabulary, as this will help to develop children’s reasoning across the school.  Partnership within the Trust to be developed between pupils- *How* and *Prove it*  groups.  World Maths Day - Events to be scheduled more able mathematicians from each year group involved in planning  World Math Day-Wednesday March 6th  Events to be scheduled across the Academy  More Able Year 6 to participate in Abbs Cross Maths Quiz.  More Able mathematician days for LKS2 children to be scheduled too. | 2 - Ongoing  2 - Ongoing  Summer Term 2021  Summer Term 2020  Spring Term 2020  2- Ongoing | 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  Maths Leader; Maths Team;  All staff | £100 – £10 per class for resources to support Maths day  Transport cost (taxi) approx. £40 | 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.  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. (pupil surveys)  To ensure that all children have a positive attitude towards Maths which will reflect in their ability, attainment and progress.  Maths Workshops scheduled to take place in Autumn 1 in KS2 for parents. Parents to be taught concepts and strategies to be discussed; parents then work with the children for half the session with support of Maths Team. | 2 – Half Termly  Aut 2019 | Maths Leader  Maths Leader; Maths Team | 6 x half termly morning supply cover  £100 for refreshments and resources | Through the children’s voice the Maths Lead will be able to monitor and ensure positivity within the Maths teaching and learning.  Through the workshops, parent engagement will increase and positive attitudes to maths created at home. |  |
| **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 KS2  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 EY 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 KS2 to have developed mastery and reasoning skills through being able to teach and scaffold other’s learning.  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 new and support staff attending PA Maths Training employ CPA approach, using correct mathematical vocabulary to teach new concepts  In House Training for support staff to develop knowledge and skills in CPA teaching/use of correct mathematical terms.  Learning walks/ book looks/ pupil voice 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 to date training.  Monitoring will provide evidence of learning and understanding at greater depth, focusing on explicit teaching of reasoning to develop mathematical talk. |  |
| **Parent/**  **Governor/**  **Community Engagement** | Parent Workshops for parents of KS2 children.  PA concepts and strategies taught to parents, then a circus of activities for parents to take part in with their children.  Reports to Directors and Governors  To share mathematical successes with parents, directors, governors and other visitors. On website, curriculum newsletters etc. | 1 – Autumn Term 2019  Termly  Termly | Maths Lead and Maths Team  Maths Lead  Maths Lead | Supply cover, refreshment costs | 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.  Mathematical successes shared to help develop further positive attitudes towards maths. |  |

**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 KS2
* To ensure reasoning continues to be a priority.

**2021-2022**

* Continue to embed the core training of PA maths across the school
* Maths at expected and greater depth to exceed national and local results at the end of KS2

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

**School: Rise Park Junior 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 give children opportunities to explore Science through creative, enquiry-based lessons, linking this to the ‘Working Scientifically’ objectives from the NC where possible.  To ensure that Science lessons are interactive, incorporating investigations and experiments wherever possible.  To ensure that work is differentiated appropriately to enable all pupils to access activities and develop their knowledge and understanding.  To ensure Science displays reflect current learning, with interactive aspects to allow children to ask questions about their learning. | Ongoing  Ongoing  Ongoing  Ongoing | Science Lead and all teaching staff  Science Lead and all teaching staff  Science Lead and all teaching staff  Science Lead and all teaching staff | Agreed plans linked to the NC on Fronter for all staff (short/ mid/ long term planning).  Staff meetings  Science lead time  Science lead time | Evidence of planning following NC and linked to Switched-on-Science scheme.  Recording of experiments- tables, graphs  Marking linked to the L.O and S.C, along with a GPQ once a week.  Science curriculum maps  Children actively engaged in their learning.  Science books, displays and class portfolios show interactive activities  All children are engaged and able to access activities.  Evidence in planning e.g scaffolding for SEN, high order questioning for more-able children.  Science books  Displays  Portfolios  Displays are interactive and reflect current learning. |  |
| **More Able Provision** | To identify the more-able pupils in each year group and invite them to be Science Ambassadors for their class.  To include challenging questions in planning to investigate, extend and further the understanding of complex concepts. | Autumn term  Ongoing | Science Lead  Science Lead and all teaching staff | Resources for Science Ambassadors to complete their section of the Newsletter.  Folder created for each year group with ‘challenges’ for more able children, for each topic studied. | Evidence of children’s experiments.  Questioning/ discussion of ideas and recorded work in Science books (evidence of experiments).  Science Newsletter contains evidence of current learning/ photographs.  Evidence of more-able children being challenged within their books.  Evidence of differentiation used when writing a GPQ- using ‘*How’* and ‘*Why*’ sentence starters. |  |
| **Behaviour and Attitudes** | To complete a Science questionnaire and ‘interviews’ to establish the children’s involvement and enjoyment within Science lessons (to be completed at the end of each topic). | Autumn Term  Summer Term | Science Lead and all teaching staff | Resources for questionnaires available to teaching staff at the end of a topic (basic template in folder). | Completion of pupil questionnaires  Results compiled and shared with teaching staff. |  |
| **Personal Development (including safeguarding and SMSC)** | To ensure links in Science are made between SMSC and PSHE, and that opportunities are given for children to share their own experiences.  To make links with a local Secondary school to allow children the opportunity to experience Science in the labs.  To attend relevant training to support the teaching of Science.  To meet with the KS1 Science Subject Lead to share ideas for Science week | Ongoing  Ongoing  Ongoing  Spring Term | Science Lead and all teaching staff  Science Lead  Science Lead  Science Leads across the academy | N/A  Lesson time for visiting teacher session.  Time to attend training.  Staff meetings to share training.  Budget for Science week resources and workshops (linked to topic being studied and relevant to age-range) £100 | Evidence in class portfolios annotated to explain what the children have been doing within their lessons.  Planning, e.g- group work, discussion of ideas.  Children are engaged in a rich and varied curriculum.  Secondary school teachers/ children visit school to share their experiences and knowledge with the children through experiments.  Displays within classroom/ corridors to ‘showcase’ these links.  Teachers and staff able to deliver imaginative and engaging lessons, using relevant activities and resources.  Evidence of Science week in portfolios  Children have opportunities to view other year group’s work and have a ‘taster’ experience of the experiments they conduct in that year group.  Displays in the classroom and around the school. |  |
| **Leadership and Management** | To complete a Science learning walk, book-looks to ensure National Curriculum (NC) and Switched-on-Science objectives are being taught, as well as the use of outdoor learning.  To complete lesson observations once a term and provide feedback to the teacher.  To audit and update resources.  To ensure that Science resources are safe and appropriate for use. | Ongoing  Ongoing  Termly  Termly | Subject Leader  All teaching staff  Science Lead  Science Lead  Science Lead | Subject release time to complete learning walks, book looks and feedback forms.    Complete lesson observations and feedback forms.  Science Leader time  Science Leader time | Planning shows evidence of following Switched-on-Science objectives, including outdoor learning opportunities.  Evidence in books and on displays to show that Science is being taught in a creative, interactive and engaging way; to a high standard and that pupil progress is evident (evidence of more-able children being challenged).  Evidence of outdoor learning in portfolios and children’s books.  Lesson feedback shared and form provided to teachers.  A copy kept in the Science subject leader folder.  Children able to produce work of a high standard using resources available.  Science resources easily accessible and labelled in Science area (located at the top of the stairway).  Teachers to inform subject leader of any broken or damaged equipment so that it can safely be disposed of and replaced.  Resources ordered that allow activities to be completed with a minimal level of risk  Science books  Portfolios |  |
| **Parent/**  **Governor/**  **Community Engagement** | To inform parents and Governors of the school Science curriculum  To inform parents of topics to be taught via Curriculum Newsletter. | Termly  Termly | Science Lead,  Year group leaders  All teaching staff,  Science Ambassadors  Science Lead,  Year group leaders  All teaching staff,  Science Ambassadors | Newsletters, Subject leader meetings (email and folders saved on the system)  Science Newsletter  Newsletters | Parents and Governors are aware of the current Science topics being covered and the upcoming topics, so that learning can be reinforced at home.  Science Newsletter completed by Science Ambassadors  Is parental support impacting on learning? |  |

**Long Term Objectives:**

**2020 – 2021**

* To review the Science policy
* To ensure Science week is recognised and planned for across the school including an opportunity for cross-phase partnerships and parent involvement
* To monitor how more-able children are being further challenged within Science lessons

**2021 – 2022**

* To continue to ensure that key NC objectives are being taught and met, with any changes updated where necessary
* To continue observing the teaching of Science and monitor the cross curricular links with other foundation subjects in Science
* To ensure resources are maintained

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

**School: Rise Park Junior School**

**Subject Area: SEND/Disadvantaged Groups**

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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 monitor the progress of all SEND/disadvantaged/vulnerable/NFL children through observations, termly tracking and pupil progress reviews. Ensure at least required progress being made.  Analyse termly data and ensure any identified children are given appropriate support.  Monitor Wave 1 (quality first teaching), LSA support and interventions across the school.  Review termly provision maps and liaise with teachers to ensure the needs of all children are being met.  Ensure Pupil Premium funding is wisely allocated and impact is evidenced.  Ensure all Pupil LSAs are appropriately trained to deliver high quality support.  Ensure speech and language support is delivered effectively through high quality interventions (SALT interventions, LEGO therapy). | 1 – termly  1 – termly  2 – termly  1 – termly  1 – Autumn term  3 – ongoing  3 – ongoing | Inclusion Manager/Head of School  Inclusion Manager  Inclusion Manager  Inclusion Manager/all staff  Inclusion Manager/Business Manager  Inclusion Manager/Pupil LSAs  Inclusion Manager/SALT team/SALT intervention lead LSA | Time for ongoing data analysis and monitoring.  Pupil premium funding 2019-20  Speech link license = £300 (annually).  LSA time = 3 afternoons | All children make required progress regardless of their additional needs. Termly review meetings have identified children in need of additional or alternative support.  Monitoring of interventions shows impact.  Termly provision maps in place to meet the needs of all children.  Pupil progress reviews have taken place each term and provision adjusted accordingly.  Pupil Premium funding allocated to effective, evidence based interventions to diminish the difference between PP pupils and their peers.  Training needs identified on performance management reviews provided.  Identified pupils receive regular speech and language interventions. |  |
| **More Able Provision** | Ensure more able SEND/disadvantaged/ vulnerable/NFL pupils are identified and given appropriate support to reach higher attainment levels.  Monitor termly through progress meetings, book looks and observations. | 3 – Autumn term  2 – termly/ ongoing | Inclusion Manager/ Subject leaders/ All staff  Inclusion Manager |  | More able SEND/disadvantaged/ vulnerable/NFL pupils are identified and achieve end of year targets. Evidence shows good progress being made over the year. |  |
| **Behaviour and Attitudes** | Ensure all children with SEMH difficulties are given appropriate support.  Continue to develop staff awareness of effective approaches to positive behaviour management, emotional regulation and conflict resolution.  Extend ‘Quiet Club’ to provide a safe, calm space for more pupils to socialise at lunch times. | 1 – ongoing  3 – ongoing  3 – Autumn term | Inclusion Manager  Inclusion Manager  Inclusion Manager/pastoral MDA | LSA x 1 hour a day = £2,886 (PP fund) | All school staff recognise indicators of SEMH difficulties and appropriate strategies are used effectively to support them.  Low level disruptive behaviour is reduced and all pupils have a fair access to learning. All staff are consistent in their approach.  Pupils who find playtime difficult have the option of a calm, quiet alternative, leading to a reduction in playground incidents and lunchtime dysregulation. |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | Continue to provide counselling provision for vulnerable pupils and families.  Ensure all training for safeguarding is consistently up to date for all staff. New staff are trained on induction.  Purchase and oversee the implementation of CPOMS software for recording and monitoring safeguarding incidents and actions taken.  DSLs to attend all core groups/CP meetings and provide conference reports.  Weekly meetings with Infant Inclusion Manager. Liaise regularly with Infant Inclusion Manager about SEND/disadvantaged/ vulnerable/NFL provision across the trust.  Ensure a consistent, smooth transition of documentation at key transitions (Y2 – Y3 and Y6 – Y7) to ensure appropriate support is in place.  Attend joint SEND reviews for Y2 pupils in the Summer term.  Lead Person Centred Reviews for vulnerable Y6 pupils with families and Secondary Inclusion teams. | 1 – ongoing  1 – Autumn term/ ongoing  1 – ongoing  1 – Autumn term/ ongoing  3 – ongoing  1 – Summer term  2 – Summer term  1 – Summer term | Inclusion Manager  Safeguarding team  Safeguarding team  DSLs  Inclusion Managers  Inclusion Managers  Inclusion Managers  Inclusion Manager/Y6 staff | = £8550 (PP fund)  £895 annually (for Infant and Junior Schools) | Vulnerable pupils and families can access the service. Feedback from pupils, families and school staff show improvements in identified areas.  All staff attend training delivered on September INSET day. Top-up training delivered where necessary.  CPOMS software is used effectively by all members of the Safeguarding team.  All professional meetings have been attended by a member of the DSL team.  Regular meetings held with Infant School Inclusion Manager. Consistent provision across both schools.  Transfer of records completed in Summer term.  Transition meetings held in Summer term. |  |
| **Leadership and Management** | Monitor delivery of Wave 1 quality first teaching.  Deploy LSAs effectively within new staffing structure to minimise impact on pupils.  Lead EHCP, PEP, CP, SALT, IPP, HCP meetings, complete paperwork and liaise with outside agencies.  Monitor interventions and provide appropriate feedback.  Hold termly review meetings for pupils with significant SEND. Liaise effectively with parents.  Ensure IPPs are reviewed termly and shared with pupil, staff and parents.  Complete NASENCo training and support aspiring SENCo to develop understanding of the role. | 2 – on-going  2 – on-going    1 – ongoing  2 – ongoing  3 – termly  3 – termly  1 – Autumn term/ ongoing | SLT  Inclusion Manager  Inclusion Manager  Inclusion Manager  Inclusion Manager  Inclusion Manager/ Teachers  Inclusion Manager |  | Observations demonstrate effective inclusion of all pupils in high-quality literacy mathematics lessons. Pupils needs are met enabling them to make good progress.  Meetings and paperwork are completed in line with legal requirements and deadlines.  Interventions have shown clear progression from their starting points and data reflects this.  Review meetings held and parents feel supported by school staff.  Training completed. |  |
| **Parent/**  **Governor/**  **Community Engagement** | Liaise termly with SEND governor and provide termly Inclusion report to Governors about SEND/disadvantaged/NFL provision. Invite SEND governor in to the working school day to put the reports into context.  Seek input from pupils and families regarding the support they receive at school.  Ensure all SEND/disadvantaged/ vulnerable/NFL pupils have the opportunity to attend school and community events.  Offer parent drop in sessions and particularly target parents of SEND and vulnerable pupils to engage them in the school community and support with learning at home. | 3 – termly  3 – Spring term  3 – ongoing  3 – termly | Inclusion Manager/Governor  Inclusion Manager  Inclusion Manager  Inclusion Manager |  | Termly reports completed and shared. Governors have a clear understanding of progress and barriers linked to these groups. SEND governor has increased understanding of provision across the school.  Pupils and families are positive and feel supported by the school.  Parents feel supported and have been signposted to appropriate agencies where necessary. |  |

**Long Term Objectives:**

**2020 – 2021**

* Ensure the attainment difference between identified groups & their peers is diminishing.
* Raise teaching standards to ensure all pupils access quality first teaching.
* Develop the expertise of support staff to have maximum impact on pupil outcomes.

**2021 – 2022**

* In line with whole school target – 85% of all pupils (including all groups) will make expected progress.

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

**School: Rise Park Junior 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, the English and Maths Leader as well as the Inclusion Manager. Discussion is based around the children’s’ needs and the support to be provided. Teachers to attend meetings with their Provision Map already completed.  Teachers set end of year targets based on the children’s end of KS1 test outcomes, so that teachers are aware of those pupils who need to make accelerated progress and ensure all pupils remain on track.  Track the progress and attainment of groups of children, including Vulnerable Pupils, Disadvantaged, Non Disadvantaged, More Able, Boys/ Girls, SEN, Non FL, KS1 Middle Attainers and White British Boys for reading, writing and maths against their baseline milestone (milestone from the end of the previous year).  The progress and attainment of all pupils for reading, writing and maths is tracked against their end of KS1 outcome to ensure that any children who are not on track to make the expected progress and reach the end of KS2 outcome is closely monitored. If a child is not making the expected progress they will be identified within the termly Provision Map. | 1  Termly  1  September  1  Termly  1  Termly | Assessment Leader/ English/ Maths Leader/ Inclusion Manager  Assessment Leader  Assessment Leader  Assessment Leader | Cover x 2 (internal)  Progress Tracking Grids  Progress Tracking Grids  SIMs assessment marksheets  SIMs assessment marksheets | Termly pupil progress meetings continue to be embedded into yearly practice and inform the SLT/core subject leaders of the performance of different groups/ cohorts across the school.  Teachers set end of year target milestones based on KS1 test outcomes to ensure all pupils are on track.  The progress of all children in every year group is monitored against their baseline milestone. Pupils who are not making required progress are identified on termly provision maps and additional intervention put in place.  Progress and attainment is tracked against the KS1 outcome to ensure children are on track to make the expected progress by the end of KS2. Those not making the expected progress are monitored and additional support provided. |  |
| **More Able Provision** | Monitor more able progress through termly data analysis of reading, writing and maths | 2  Termly | Assessment Leader/ Subject Leaders | SIMs assessment marksheets | 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  2  Ongoing | Assessment Leader/ SENCo  Class teachers/ SENCo | Termly Provision Maps, 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 Infant 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**

* Review and monitor assessment of the broader curriculum.
* Ongoing moderation across the key stage/Trust and development of portfolio’s

**2021 – 2022**

* Review current assessment systems and procedures
* Cluster moderation

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

**School: Rise Park Junior School**

**Subject 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 implement new assessment scheme – ensuring all areas are covered throughout the year.  To introduce purple mash curriculum across the junior school.  To continue to ensure the online safety is being delivered across all year groups. Add to lessons with any new/relevant issues that are occurring.  To monitor the teaching and learning of computing across the year groups – book look and classroom displays | Autumn  Autumn  Termly  Ongoing | TP to over see  Class teachers to implement scheme  TP to over see  Year group leaders to ensure each year group is following the new scheme  TP to oversee  TP / Year group leaders | Curriculum assessment folder 1 per teacher Curriculum packs for each year group £50  Cover for monitoring  cover  Online safety work shops for each year group – find a provider to come in and work with children £1500  Planning and monitoring forms  Lesson observations  Cover | Ensure each teacher knows the areas to be covered and that folders are updated on a regular basis.  Purple mash being taught across ks2  ICT shown in all classrooms and evidence in folders |  |
| **Teaching, Learning and Assessment**  **(including SEND, PP and**  **disadvantaged groups)** | To continue subscriptions for cross curricular software –  Audit existing equipment  -what equipment needs updating  - what equipment is available  To update hardware in the school- work with staff to assess if new laptops or ipads would work best  Teacher Laptop- to run updates for Lexia and allow audits  Coordination between KS1 and KS2 to ensure curriculum and assessment flows between the two school | Ongoing  Autumn  ongoing  Sept  ongoing | TBC  TP, Class teachers  TP, SLT  TP, SLT  TP,LN | Software in place for class use  Lesson cover  Lockable wheeled cupboard for storage of central resources  New laptops / ipads  Laptop  Half termly meeting  Cover | Software being used in lessons  central storage for bigger items  New equipment in use throughout school  Regular updates for computing  Regular update and shared resources |  |
| **More Able Provision** | Continue to develop code club  Using python and scratch  Digital leaders | ongoing  Ongoing | TP  TP, Class teachers | Laptops and working software  Digital leader badges £70 | Certificates for members  Coders to demonstrate work |  |
| **Leadership and Management** | Liaise with LN on ICT across whole school and share ideas, polices and joint projects across the infants and juniors  CEOP training | Ongoing  TBC | TP and LN | Half termly meetings (1x 6 morning or afternoon cover)  £75 per session  Cover, CEOP provider | ICT and polices shared across both schools  Online safety polices in placed and shared with other staff |  |
| **Cross-phase partnerships**  **(RPAT)** | Online safety day  Digital leaders to work in infants  Yr5 and Yr2 ‘buddies’ | TBC  Ongoing  Ongoing | TP/LN  TP/LN  TP/LN, Yr2&Yr5 staff | Lesson cover  Lesson cover | Assemblies and class activities  Digital leaders to work alongside infants pupils  Yr2 and Yr5 to work on different projects throughout the year |  |
| **Personal Development, Safety and Welfare**  **(including safeguarding and SMSC)** | Online safety issues within the school are addressed and acted on.  Bett faye to keep up to date with new tech available for school. | Ongoing  TBC | TP, LN, HOY. Dept Head and Head teacher  TP/LN | Cover | Staff aware of policies and actions to be taken. |  |
| **Parent,**  **Governor,**  **Community Engagement** | To update and implement new polices on esaftey, computing and data  To inform parents of computing curriculum across the school | Ongoing  Ongoing | TP, LN, Office staff  Year group leaders, office staff | Relevant courses | Polices in place  Computing shared in curriculum news letter |  |

**Long Term Objectives:**

**2019 – 2020**

* Laptops/ipads/Chrome books per class
* Printer in each class for printing of pupil work
* Closer working with infants and junior pupils

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

**School: Rise Park Junior 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.  PIPs continue to encourage children to be active at lunchtimes.  Organise an apparatus inset to ensure safe handling for staff and children. | Summer 2019 term (2)  Ongoing (1)  Autumn term (1) | Mrs Dorrington & Mr James  Ms Coyle  Mrs Dorrington | Sports Funding to be used  £300 swimming  £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.  Change4Life groups set up.  PIPs in place.  Play Leaders (Year 6) helping at lunch-times in the infants.  Apparatus inset has taken place. |  |
| **More Able Provision** | Ensure that children who display a natural talent for a sport are chosen to attend external competitions. | Throughout the year (2) | Mr James, Mrs Webb, Mrs Dorrington |  | More able children have been recognised and chosen to participate in a selective group, in order to focus on extending their abilities.  A variety of clubs are organised to provide opportunity. |  |
| **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.  To monitor schemes of work and assessment sheets to ensure continuity/progression across the key stages. | Ongoing (1)  Termly (3) | Subject Leader/Sports Coach  Subject Leader |  | P.E. policy is reviewed to ensure all aspects of the P.E. curriculum are reflected.  Termly feedback – assessment from teaching staff/premier sport (KS2) ensures student progression |  |
| **Personal Development, (including safeguarding and SMSC)** | All children to participate in indoor and outdoor P.E.  Every child to be surveyed to ascertain those who require physical motivation.  Extra swimming for non-swimmers. | Throughout the year (1)  Autumn term and summer term respectively. (2)  Autumn term (2) | Swimming Coach (Mrs Web)  Subject Leader |  | New ‘Sports crew’ set up to organise intra school activities.  A new Change4life club to be set up, targeting least active children in year 3.  Sports survey carried out.  Non-swimmers are receiving extra tuition. |  |
| **Cross-phase partnerships**  **(RPAT)** | Links with KS1 and KS2 – a sporting activity morning to be held with Yr2 and Yr5.  Year 5 to establish links with a secondary school (Marshalls Park) | Summer term (3)  Autumn term (3) | Subject Leaders, KS1 and KS2  Year Group Leader |  | Date in the diary for this event.  Year 5 have visited a secondary school. |  |
| **Leadership and Management** | To continue to support staff with scheme of work.  Review success of team competitive sports day. (KS1 & 2)  Continue with sports crew facilitating intra-school competition, across houses/year groups.  Continue to participate in inter-school activities run by the Sports Collective. | Throughout the year. (1)  Summer term.(2)  Spring term. (3)  Throughout the year. (1) | Subject Leader and Staff  Subject Leader and Staff  Subject Leader  Subject Leader and Sports Coach |  | 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 KS1 and KS2.  Inform parents of the PE curriculum via a year group information sheet. | Summer term  (3)  Termly (1) | Subject Leader  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.
* Continue to monitor children’s participation of physical activity, using pupil participation survey.
* 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 children’s participation of physical activity, using pupil participation survey/teacher assessment.
* Continue to develop links with secondary schools.

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

**School: Rise Park Junior School**

**Subject Area: MFL**

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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 ensure a good coverage of Spanish provision across the Key Stage.  To provide a Spanish club for pupils in KS2. | Autumn Term  Ongoing | MFL Leader, Spanish Tutors  Spanish Tutors, language specialist | Primary PPA Cover £17,365 per year  £1,360 per year | A good coverage as identified in termly and Long Term planning.  Communication with parents in curriculum newsletters. |  |
| **More Able Provision** | To appropriately challenge and extend more able pupils during Spanish sessions.  To provide a Spanish club for more able pupils.  To give children the opportunity to create interactive displays. | Ongoing  Ongoing  Ongoing | MFL Leader, Spanish Tutors  Spanish Tutors, language specialist  MFL Leader, Spanish Tutors | £1,360 per year | Observations and book looks.  Spanish language club set up.  Interactive Spanish displays created by pupils. Possible CCL with Arts Week. |  |
| **Behaviour and Attitudes** | Pupil Voice.  Demonstrate good behaviour for learning. | Spring Term  Ongoing | MFL Leader  Spanish Tutors |  | Pupil voice meetings  Observations  Children demonstrating good behaviour and understanding it’s importance. |  |
| **Personal Development, (including safeguarding and SMSC)** | To ensure that SMSC is planned for within all lessons including Spanish. | On going | All staff, subject leader, Head Teacher |  | Evidence of SMSC on Spanish lesson plans. |  |
| **Cross-phase partnerships**  **(RPAT)** | N/A |  |  |  |  |  |
| **Leadership and Management** | To review the current Spanish policy.  Complete observations and Spanish book looks to check progress of children’s learning.  To develop relations with borough Spanish adviser for advice and guidance. Attending relevant in-service training. | Autumn term  Spring Term  Summer term | Subject leader  Subject leader, all staff  Subject leader | 2 half days £170. | Policy checked and amended  Spanish observations and book look shows coverage and progression in KS2 |  |
| **Parent/**  **Governor/**  **Community Engagement** | Newsletters/ Curriculum newsletters to inform adults of upcoming events and events that have taken place. | Termly | All teachers |  |  |  |

**Long Term Objectives:**

**2020 – 2021**

* To have Staff CPD Spanish training

**2021 – 2022**

* To provide children with the opportunity to visit the Europa Centre (Hornchurch) to develop languages further.
* To develop links with Marshalls Park Secondary school.

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

**School: Rise Park Junior 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 ensure that the children are building on existing skills and gaining new skills required to achieve progress in all areas of Humanities curriculum.  To continue to develop cross curricular NC links with yearly history objectives.  To work with History co-ordinator in Infant school to ensure continuity of coverage.  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. | On going  Book Look each term to ensure coverage and differentiation plus links SMSC | Subject Leader  All Teaching Staff | Purchase resources needed to supplement and aid children’s learning.  £ 300 | Clear cross-curricular links between Humanities and other curriculum areas) have been established and are reflected in pupils’ books.  Staff will be able to deliver a valuable history experience through the curriculum.  Relevant resources and plans made available by history leader to class teachers.  **Ensure objectives are included in planning and success criteria are recorded in pupils’ books.**  Topic boxes will  contain resources that  will enhance teaching  and learning by  bringing history to life,  including artefacts,  DVDs and CD Roms. |  |
| **More Able Provision** | Planning is appropriate and engaging to enrich all pupils including most able. Activities require and develop enquiry skills.  Ensure planning ensures continuity of coverage and investigative skills | Ongoing | Subject Leader  All Teaching Staff |  | Clear cross-curricular links between Humanities and other curriculum areas) have been established and are reflected in pupils’ books.  Staff will be able to deliver a valuable history experience through the curriculum.  Teachers set appropriate challenges and next steps. |  |
| **Behaviour and Attitudes** | Pupils behave appropriately inside and outside classrooms with regard to school property or location they are visiting.  School behaviour policy adhered to at all times.  To complete risk assessment before any educational visits. | Ongoing | Subject Leader  All Teaching Staff |  | School behaviour policy adhered to at all times.  Information shared with parents/carers  To complete risk assessment before any educational visits. |  |
| **Personal Development, Behaviour and Safety (including safeguarding/ SMSC)** | Pupils behave appropriately inside and outside classrooms with regard to school property or location they are visiting.  To complete risk assessment before any educational visits.  To identify appropriate online software for IWB.  To view any YouTube material in advance  before class use, in line with school policy. | As required  Ongoing  (Some available on RM Staff)  On going | Year Group Teams  Year Group Teams and subject leader. | Parental donations/school subsidy  Lottery Funded trips to museums | All educational visits/internal activities are adequately risk assessed and approved.  Pupils have the ability to access historical information through a range of visual and interactive media. |  |
| **Leadership and management** | Check coverage across each year group and plan in any additional areas.  To look at teaching styles – promoting enquiry style.  To monitor History in each year group (book look and discussion with staff and children, photographic evidence)  To produce an annual report to governors/directors  To audit History resources and work with other subject leaders to provide a central unit for subject artefacts/resources and topic boxes. | Ongoing | Humanities leaders  Year Group leaders/teams | Release time ½ day | Termly Humanities book look across the school and photographic evidence of displays will show year group consistency of teaching and learning.  Observations of good practise as part of the monitoring cycle.  Updated lists of resources including software /web resources to be available in each year group. |  |
| **Parent/**  **Governor/**  **Community Engagement** | To inform parents of the History curriculum via the termly curriculum newsletter.  To encourage parental support through planning – e.g. loan of artefacts, helping on school trips.  Parents to receive homework with a history link regularly throughout the school year.  To produce an annual report to governors/directors | Annually and ongoing  On going  On going | Year Group teams  Year group teams and subject leader.  Year group teams. | Staff release for meeting.  Total Budget £300+. | Termly curriculum newsletter made available to all parents/carers.  Parents visit school events and share items from home.  Parents assist pupils with homework tasks that are returned to school.  Annual report to governors/directors |  |

**Long Term Objectives:**

**2020 – 2021**

* To ensure there is continuity and consistency in all year groups with linkage to other subjects in the curriculum.
* Encourage staff to share resources in history folder on Fronter.
* To encourage more field trips and visiting speakers, history groups etc. Children to take part in visiting groups.

**2021 – 2022**

* Explore multimedia experiences to enhance learning.
* Review use of Havering Museum and local trips and speakers
* Continue to source appropriate resources, including artefacts and ICT. To have well prepared plans relating to SOW.

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

**School: Rise Park Junior School**

**Subject Area: Geography**

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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 research skills.  Use of ICT and imagery to engage and enrich the learning of different cultures, people and regions.  To share their experiences e.g. Visits in the UK and abroad and engage children’s interest in the wider world e.g. Watching newsround, discussions of relevant geographical topics e.g. plastics destroying our natural environment.  To liaise with subject leaders to ensure learning is cross-curricular e.g. During Arts week | Ongoing  Ongoing  Ongoing  Spring 2020 | Year Leaders  Teaching staff  Geography subject leader |  | Teaching plans and books monitored  Policy is implemented  Book looks, displays etc  Opportunities in PSHE, assemblies, EMW to discuss key issues.  Opportunities given to watch world events on Newsround given. |  |
| **More Able Provision** | Ensure children are provided with opportunities to develop investigative and research skills in their Geography/cross-curricular lessons.  Provide opportunities for learning experiences eg. History/Geography trips such as visits to historical sites, Countryside Live  Opportunities to join Eco Warriors to discuss key issues and ways forward in making the school more ‘Eco-friendly’ | Autumn 2019  Summer 2020  Autumn – Summer terms | Year leaders  Teaching staff  History/Geography subject leader  Geography subject leader | Countryside Live £5 per pupil for entry plus travelling costs | Use of online mapping, aerial photography, ordinance surveys and grid referencing being used in lessons.  At least one external visit in the year with a strong Historical/Geographical content organised |  |
| **Behaviour and Attitudes** | Pupil voice  Commitment to attend termly/half termly meeting as Eco Warriors and maintain any Litter Picker duties.  Encourage opportunities to use the outdoor environment and local walks to enrich experiences. | Spring 2020 | Geography subject leader  Teaching staff |  | Children enjoy Geography lessons and want to know more about the wider world.  They are keen to explore different cultures, people and regions and are engaged in lessons (possibility of lesson observations) |  |
| **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 |  | All pupils make recommended levels of progression.  Children are able to demonstrate knowledge of their local environment as well as of the wider world.  Children have an interest in key issues affecting their environment and demonstrate an empathy towards current global issues that they may be familiar with eg. Destruction of rainforests, problems with plastic pollution etc. |  |
| **Leadership and Management** | Ensuring a more balanced Humanities curriculum with equal coverage given to both History and Geography topics.  To seek opportunities for greater cross-curricular links  To monitor and assess pupils work across KS2 keeping a portfolio of evidence.  To monitor the progression of geographical skills eg. UKS2 should be demonstrating more sophisticated mapping skills  To ensure teachers are able to use planning materials such as Planbee, 3D geography and Geography resources to support them in their planning and delivery of lessons  Purchase of any new materials to support the curriculum | Ongoing  Spring 2020  Summer 2020  Spring 2020 | History/Geography subject leaders  Year leaders  Geography subject leader | Geography budget £tbc | Book look with feedback to staff  Updating of any Geography stock and advising staff of any new purchases.  Ensuring staff are made aware that specific resources can be ordered from the designated Geography budget to support their planning and delivery of lessons |  |
| **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 local businesses to support our school outdoor environment | Ongoing  Summer 2020 | Teaching staff  Geography subject leader |  | Feedback from pupils is positive in the learning of Geography  Staff feel confident in their delivery of Geography lessons and are able to locate resources  Positive responses from local companies in providing any resources for the school grounds. |  |

**Long Term Objectives:**

**2020 – 2021**

* To ensure children are not only taught about their local environment but are developing an interest about the wider world and global issues.
* To continue to ensure children are developing good mapping skills as they develop through the school.
* To continue to ensure History and Geography are both being taught in balance as part of the combined Humanities curriculum
* To seek opportunities for external visits of a keen historical or geographical nature

**2021 – 2022**

* To review Humanities policy
* To ensure children are engaged in their geography lessons and are given opportunities to develop an interest in the wider world

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

**School: Rise Park Junior School**

**Subject Area: Art/DT**

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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 ability groups and children with disabilities are able to access all art activities.  Ensure work is scaffolded appropriately to enable more able children to extend their skills and are provided with challenging opportunities | Ongoing  Ongoing | Year Group Leaders |  | All children able to access all art lessons  Evidence of some differentiated art activities in place |  |
| **More Able Provision** | Class teachers are to identify the more able art students within their own classes and pass information to KN/WJG for their inclusion in KN’s Art Club (Thursdays after school). This will enhance their skills and knowledge of various artists through practical work and a visit to a London Art Gallery. Regarding Art Club outings, no child has done more than one excursion. | 2 Clubs per year – one per term | KN | Voluntary donations of £5 – money available in Art/DT budget | All MA children given opportunities to enhance their Art skills/knowledge |  |
| **Behaviour and Attitudes** | Class teachers to ensure that children are informed of the possible dangers of some equipment they will be using during their DT sessions and they are fully aware of their correct use. E.g. scissors, knives, saws, needles.  During the course of the year pupil voice surveys will be undertaken by art leads. | Ongoing  Autumn 2019 | Class teachers  Art/dt leads | No costs involved | No accidents/good attitude towards their learning of given topic. |  |
| **Personal Development, (including safeguarding and SMSC)** | Ensure all art materials are safe and appropriate for school use.  All year groups to look at the work of various artists and develop appropriate SMSC skills  Artists to be allocated across the year groups  Arts Week in both schools | Ongoing  Termly | Art Subject Leaders/Year Group Leaders |  | Art materials safe for use  Children show developing empathy for art through developing SMSC skills  As in Arts Week |  |
| **Cross-phase partnerships**  **(RPAT)** | Possible DT Day using mixed year groups: eg, R and 6, 1 and 5, 2 and 4 – splitting 3 between all. |  | Junior and Infant work to be shared – maybe an afternoon tour of the work in both schools? | Money taken from each phase budget |  |  |
| **Leadership and Management** | To organise Christmas Card Project (Cauliflower Cards used 2018)  To monitor the progressions of art skills across the year groups  To ensure the art curriculum is followed and planned for.  To purchase any new resources which may be required for curriculum  To review and update the Art & DT Policies  To organise and carry out an Art/DT Project -  Arts Week  To liaise with Music & PE subject leaders to organise events and workshops that will take place during Arts Week | Autumn 2019  Termly  Spring 2020  Autumn 2019  Jan 2020  Summer 2020 | Art & DT Leaders  DT/Art/Music/PE Subject Leaders | £500 for Christmas, NY, Chinese NY ongoing art/DT work  Put aside £300 for Arts Week – resources. Possible cohesion with local college for art/dt | Children will design a card/mugs/sticky labels and raise money for school  Subject leaders monitoring checklists  To comply with new Ofsted regulations, new mark scheme implemented. Will liase with infant staff to ensure common practise  New resources available  Pupils will have the opportunity to develop their artistic/physical skills/techniques  Budgets permitting, pupils will benefit from a ‘real’ artist and aspire to work in the style of same |  |
| **Parent/**  **Governor/**  **Community Engagement** | To meet with children to gather their views about art e.g. what do they enjoy or find challenging about art?  To develop self-assessment strategies across the year groups so that children can understand what they have done well and how their art work could have been improved | Spring 2019 | Art Subject Leaders |  | Subject leaders are aware of children’s views and these are communicated to staff  Children are using self-assessment strategies regularly in art lessons |  |

**Long Term Objectives:**

**2019 – 2020**

Autumn: arrange for Cauliflower Cards, or similar, for designing Christmas Cards/Tea towels etc to raise money for the Art/DT budget

Spring 2020: to try to arrange an Art/DT day for all KS2 involving fun activities - one possible activity is to design and make a sign for the amphitheatre from tiles (tiny broken) to place on wooden stakes…to speak to CF regarding authorization/own ideas?

A trip in spring/summer term to Tate Modern for Art Club Children

September: new assessment grids to be in place through KS’s (under discussion)

**2020 – 2021**

To review Art/DT policies Jan 2020

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

**School: Rise Park Junior 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 KS2 Curriculum.  To ensure PP pupils are given opportunity to learn an instrument if they would like to.  To follow the scheme of work, Charanga, across the Junior School with allowances to be creative and explore other avenues in which to teach music.  To ensure evidence of children’s progression in music is being captured half-termly. | Summer 2020  Summer 2020  Summer 2020  Summer 2020 | Music subject leader  Teaching Staff  Music subject leader  Teaching Staff  Music subject leader  Teaching Staff  Music subject leader  Teaching Staff | Monitoring, planning, lesson observations, pupil interviews  £tbc – extra funding from PP budget if possible, one PP place is subsidised by Rocksteady company per term, enabling 3 PP children to learn an instrument per academic year without extra cost to school.  Monitoring, planning, lesson observations, pupil interviews  Monitoring, planning, lesson observations, pupil interviews | Music is being used to supporting learning in the wider Curriculum.  Extra-curricular provision for PP pupils to be provided by instrument lessons and Rocksteady.  Staff to evidence music provision and new skills taught to pupils in class scrapbook once every half-term. Evidence is to be captured from lessons only in regard to this target. |  |
| **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 Infant 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 school.  Extra-curricular provision to be provided by instrument lessons and Rocksteady. |  |
| **Behaviour and Attitudes** | To continue to increase children’s enjoyment of learning to play instruments by Junior children playing to the Infants in assemblies during the year and sometimes Infant children 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)** | To replace old/damaged instruments where necessary. Purchase and organise new instruments.  Opportunities for choir/musicians to perform to KS1 and to the community i.e. carol singing, O2 | 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 Infant 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, developing this further so each class has music portfolio for evidence.
* 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 Infant School.

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

**School: Rise Park Junior 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)** | 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.  Extra- curricular clubs 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.  Maintain the SMSC profiles through the class portfolios. Links with display eg RE, PSHE etc  To improve the children’s ecological awareness and provide opportunities for volunteering.  JTAs to promote road safety, active travel and cleaner air though assemblies, workshops, clubs and events. | On-going  On-going  Ongoing  Termly  On-going | HT, DHT, RE & PSHE leaders, class teachers  Teachers, Teaching Assistants, Volunteers, Parents, 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  PSHE, SMSC Leaders  Geography leader  STP leader, JTA | N/A  N/A  N/A  £10 per portfolio  £100 JTA Prizes | 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. Introduce at start of year & through school rules; shared guided reading.  SMSC is evident in all areas of school life and its community.  Eco Warriors group  Litter pickers  Science/ Geography outdoor work  TFL opportunities provided to all children. Eg Daily Mile, Bike Club, Bike Polo, Road Safety assemblies & workshops etc. |  |
| **More Able Provision** | Extra- curricular Philosophy club for more able pupils. KS1 and KS2 could meet where relevant. | Spring Term | SMSC, RE, PSHE Leaders |  | A small group of more able children will meet to discuss philosophical questions. |  |
| **Behaviour and Attitudes** | Pupil Voice  Demonstrate good behaviour for learning.  Learning Powers incorporated into lessons and assemblies. | Spring Term  Ongoing  Ongoing | SMSC, PSHE Leaders  Class teachers, TAs, LSAs  Class teachers, TAs, LSAs | N/A | Pupil voice meetings  Children demonstrating good behaviour and understanding it’s importance. |  |
| **Personal Development, (including safeguarding and SMSC)** | The school council meets regularly with the lead member of staff and other stakeholders to share views and discuss school related issues which may be of interest to pupils. These are then fed back appropriately.  PSHE/Circle time continues to be included in planning on a regular basis to provide an inbuilt opportunity for pupils to share/respect each other’s ideas and beliefs.  The JTA meets regularly with the STP and working group to promote active travel, walking, cycling or scooting and road safety in the school. | Half termly  Weekly  Half termly | School Council leader  PHSE Leaders/ Class teachers  STP leader, JTA, Working group | Ref: Learning Resources  N/A | Opportunities are provided for pupils to engage in the democratic process and to participate in community life, as well as exercising leadership and responsibility.  Lesson planning clearly shows weekly PSHE sessions and circle time focus (children to discuss issues raised by Newsround). |  |
| **Cross-phase partnerships**  **(RPAT)** | KS1 & KS2 School council members to meet where relevant.  KS1 & KS2 JTA members to meet where relevant. | Ongoing  Ongoing | School Council, School Council leader  STP leader, JTA, Working group | N/A | Minutes notes |  |
| **Leadership and Management** | Ensure links with PSHE/ RE/ School Council/ JTAs/ 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** | Ensure SMSC links and evidence are included on the School website.  Ensure JTA/TFL information is on display board and school website, showing how active travel and road safety is evident in our school.  Invite grandparents to have a greater involvement in maintaining the school garden areas and allotment. This could include a Learning Garden.  Involve parents and carers during themed weeks such as Book Week and Arts Week to celebrate children’s achievements.  Annual Afternoon Tea led by School Council, inviting the 60+ residents of our local community.  Newsletters to inform adults of upcoming events and events that have taken place. | Ongoing  Ongoing  Autumn Term  Ongoing  Summer Term  Termly | HT/ SMSC leader/ ICT leader  SMSC Leader/ STP/JTA  Science, PSHE  School Council, School Council leader  All teachers | N/A  General resource budget  Plants and flowers | Evidence of SMSC area on the school website.  A display board will show current evidence of SMSC throughout the school.  Garden areas maintained |  |

**Long Term Objectives:**

**2020 – 2021**

* Links with external agencies to widen provision eg, police and fire services to deliver sessions such as ‘Stranger danger’, ‘Fire alarms’ and parents with different cultural backgrounds for assemblies.
* Whole school philosophical question of the week.
* Review SMSC policy.
* Portfolios to go up with class.

**2021 – 2022**

* Links with a third school within the surrounding locality to offer fresh opportunities for growth and to share best practice, enjoying symbiotic, professional development.

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

**School: Rise Park Junior School**

**Subject Area: PHSE**

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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)** | Research a PSHE specific scheme of work to tighten the links.  To ensure that the children are building on existing skills and gaining new skills required to achieve progress in all areas of PSHE curriculum. | On going  2019  On going | Subject Leader  All Teaching Staff | Cost of SOW if required.  N/A | Clear cross-curricular links between PSHE/SMSC and RE (As well as other curriculum areas) have been established and are reflected in pupils’ books.  Children are evidenced as making required/better progress in this curricular area. |  |
| **More Able Provision** | Encourage pupils’ capacity for complex questioning and provide them with challenging/stimulating tasks. | On going | Subject Leader /Teachers | More complex questions, alternate learning objectives and independent projects. | Evidence of work in pupils’ folders with alternate LO/SC. |  |
| **Behaviour and Attitudes** | Encourage pupils to continue to exhibit positive attitude and behaviour towards their leaning within lessons, during educational visits and assemblies. Children to follow school’s behaviour policy all the time.  Children to respect different cultures and values. | On going | All Teaching Staff | N/A | Observations to be made at all times by all staff members particularly during educational visits or introducing some sensitive issues in assemblies/class.  Evidence to be seen during lesson observations and assemblies.  Pupil survey |  |
| **Personal Development, (including safeguarding and SMSC)**  **Cross-phase partnerships**  **(RPAT)** | To ensure links in PSHE are made between SMSC and RE, and that opportunities are provided for children to share their own cultural backgrounds and experiences.  To ensure new PSHE Policy is shared with KS1 subject lead, and the policy is merged into one for the academy trust. | On going  On going | Subject Leader /Teachers  Subject Leader /Teachers | N/A  N/A | Evidence of work with cross-curricular links to be provided in class portfolios and PSHE in folders.  Successful merge of the two policies in place, so there is one updated version for 2019-20. |  |
| **Leadership and Management** | To monitor the way SMSC is being considered and used in year group lessons and planning of PSHE lessons/learning.  To look for and attend relevant training courses for all staff. Staff knowledge, understanding and confidence of PSHE topics will increase resulting in the best possible teaching of PSHE. | On going  April 2019 | Subject Leaders SMSC/PSHE  Subject Leader | N/A  N/A | All teaching and planning of PSHE shows evidence of the programme objectives.  To conduct folder scrutiny and learning walk of teaching and learning.  Staff CPD attended and cascaded to all relevant staff within the school. |  |
| **Parent/**  **Governor/**  **Community Engagement** | To inform parents, governor’s, community of the PSHE curriculum via the curriculum newsletter. | Termly | Year Group Leader | N/A | Parents, governors and community are made aware of the current PSHE topics being covered each term and can be reinforced this learning at home. |  |

**Long Term Objectives:**

**2020 – 2021**

* To introduce PSHE profile books.
* Observe the teaching of PSHE across the school and the cross curricular links.
* To converse with KS1 Subject Leader.

**2021 – 2022**

* To monitor how more able children are being further challenged within PSHE lessons
* To continue to review and monitor the new curriculum in place.
* To monitor new PSHE profile books and any concerns regarding this.

**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**.**