



Rise Park
Academy Trust

“Respect, Belief, Excellence”



Rise Park Infant School

School Development Plan

2018 – 2019



Rise Park
Academy Trust

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School Development Plan 2018 – 2019
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Rise Park
Academy Trust

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Welcome to the Rise Park Academy Trust

School Development Plan 2018-19

This year has seen growth within Rise Park Academy Trust as our new school nursery admitted its first pupils in November. Rise Park Sunbeams Nursery has set the bar high during its first year, offering high standards of pre-school education, delivered in engaging surroundings which were designed with our youngest pupils at its very heart. As the Academy Trust enters its fifth year, we are delighted to be supporting the Nursery as it continues to build upon its solid foundations, welcoming in a new cohort of young children to the Rise Park community.

By the time term resumes in September 2018, the installation of the Multi-Use Games Area (MUGA) will be underway, providing the school with an enhanced PE facility. This versatile sports area, which can be used year-round, will provide the pupils with an optimal surface on which to play a variety of sports, allowing us to extend and improve the current provision. In addition, the fabric of the buildings will also be improved. Funded by an improvement grant, the roofing will undergo some much needed renovation during the summer holiday break.

We recognise and thank the dedicated staff and parents of Rise Park Academy Trust, for the sustained support which they display, which is a key factor in our success as we continue to make progress together on our journey towards an outstanding Ofsted judgement. We look forward to developing the partnership further during the next academic year, 2018-19.

Board of Directors

Rise Park Academy Trust



INVESTORS
IN PEOPLE



Rise Park Academy Trust - Company No. 9051179



Rise Park
Academy Trust

Rise Park Infant School

School Improvement Plan 2018 – 2019

Key Performance Indicators

Key Priority 1	Key Priority 2	Key Priority 3
Teachers' skills and confidence in teaching mathematics are strengthened.	Teachers support pupils to apply their phonics skills in writing.	Further rigorous action is taken to improve attendance.
Success Criteria	Success Criteria	Success Criteria
Pupils make consistently good progress, particularly with problem-solving and reasoning skills.	Phonological knowledge is applied accurately and consistently in order to improve the quality of pupils' writing	Persistent absence levels within the school are steadily reducing, impacting positively upon the progress of disadvantaged groups.
Lead Staff	Lead Staff	Lead Staff
Mathematics Leader/Team	Literacy leader	HT/SENCo

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: English

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	Ensure high expectations of children's end of year target milestones and these are in line with the current school assessment system.	1	English Leader/ Assessment leader	Tracking pupil progress grids - Supply Cover 1 day £200	Teachers set high expectations of pupil progress and this is consistent across the year group.	
	Monitor progress and attainment of reading, writing and phonics throughout the school.	1	English Leader/ Phonics Leader/ Assessment Leader	Supply Cover 6 days £1200 for English Leader	Progress of all children is monitored on a half termly basis against their baseline milestone and children identified for extra intervention/ review of current interventions.	
	Track the progress and attainment of groups of children , including Vulnerable pupils, Pupil Premium, Non Pupil Premium, More Able, Boys/ Girls, SEN, EAL and White British Boys for reading, writing and phonics	1	English Leader/ Assessment Leader/ SENCo	Half day release for English Leader to meet with SENCo - Supply £100		
	Monitor the progress of reading, writing and phonics interventions. Review groups, interventions where necessary.	2	English Leader/ SENCo	Assessment data and analysis	Reading/ Writing interventions are taking place and are provided to targeted individuals/ groups in every year group.	
	Raise standards in English throughout the school, with a specific focus on boys writing.	1	English Leader	Half day release for English leaders to meet £200		
	To update spelling programmes and review approaches to teaching spelling throughout the school in liaison with the KS2 Literacy Leader.	2	English Leaders KS1 and 2		Standards in English, particularly in writing, continue to improve with 85%+ of pupils across the school are achieving age-related expectations and required or better progress throughout the year. Evidence of accelerated progress for approximately 20% of children. Consistent approach to the teaching of spelling in	

					place across key stages. Agreed homework policy for spellings.	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	Replace Fiction and Non-fiction books in Library and Book Corners and audit colour bands, targeting resources where needed.	3	English Leader	New books for libraries and classrooms £2000+	Books replaced and updated in Library and classrooms as part of an ongoing cycle.	
	Review resources and provision for target groups of children (Including SEN/ FSM and Vulnerable groups).	3	English Leader	Target/ replace resources where needed £300	Improved resources and provision for target groups.	
	Audit guided reading resources and identify colour bands low on fiction/ non-fiction.	3	English Leader	New books £200+	Up to date resources in all reading bands	
	Ensure classes are using the new resources from the 'Literature Spine' and update as necessary.	3	English Leader	New Books £200+	Evidence of teachers using the newly developed Literature spine to support the teaching and learning of English and for class reading	
	Monitor the quality of planning and teaching in regards to differentiation, in order to meet the needs of different groups of children	4	English Leader/ SENCo	Lesson observations/ lesson plans Supply cover - £400	Good progress evident on books for different groups of children. Tasks specific to the needs of individuals enabling them to access the curriculum and develop skills.	
	Provide new dictionaries for Year 2 children to use for spelling support.	3	English Leader	Practical dictionaries for children to use for spelling support when writing. £200+	Smaller dictionaries which children are able to use comfortably to support their writing. Selection of 'Thesaurus' also available.	
	Monitor quality of teaching and provide support and professional development where needed through lesson observations.	1	English Leader/ DHT/ HT	Release for English Leader £600 +	Good/ outstanding lessons being delivered throughout the school.	

More Able Provision	More able writers to work with children from older Year groups in order to develop writing skills.	1	English Leader to liaise with class teachers	Time for teachers to meet/ plan activities	More able children in selected year groups join together during literacy lessons to help develop skills.	
	More able readers to be involved in mini-reading rangers.	1	English Leader	Books for reading rangers lunchtime club (Already in place)	Weekly Reading Rangers club in place once a week during the lunch hour.	
	More able children to be involved in showing some visitors around the school.	3	DHT		More able children to join DHT for tours with selected visitors.	
Leadership and Management	Continue to liaise closely with the English Leader in the Junior School to ensure consistency across the schools and further promote and develop the curriculum.	3	English Leader	½ termly meetings between English Leaders across the schools	Links continue to be developed between the Infant and Junior school to ensure consistency across the schools.	
	Review staff training needs and provide the necessary training/ courses.	3	English Leader	Staff questionnaire/ availability of courses/ CPD training	Staff are provided with the opportunity to attend English training and/ or English Leader to attend training to then feedback to staff.	
	Monitor the quality of reading areas and Literacy Displays in the classrooms and around the school.	4	English Leader	Monitoring time ½ day termly - £300 Book Corner allocation for staff where needed - TBA	Monitoring and feedback takes place and support/ further training is provided where necessary.	
	Monitor the effectiveness of guided reading (Including whole class reading) sessions throughout the school to ensure higher order questioning develops children's thinking and responses. Monitor and review the new timetable for reading.	2	English Leader	Monitoring Time Supply cover - 3 days £600	Guided reading sessions are used effectively to support children's reading development.	
	Monitor English planning across the school to ensure coverage, progression, challenge and differentiation. Ensure new topics are introduced through the exploration of poetry and regular 60 second games are incorporated.	3	English Leader	Monitoring Time with a focus on planning - 1 day supply £200	Planning shows coverage, progression, challenge and differentiation.	

	Provide opportunities for teachers (Infants and Juniors) to moderate writing judgements together to develop confidence and ensure consistency throughout the two schools.	1	English Leaders	Staff meeting time, examples of work, tracking pupil progress sheets.	Teachers across the Infant and the Junior school are provided with opportunities to moderate writing judgements and develop confidence in using new tracking sheets.
	Teachers complete termly moderation with their year group partners to ensure judgements are accurate and consistent. A portfolio of evidence is developed.	1	English Leader	Time for teachers to moderate, moderation form	Year group teachers complete a writing moderation session each half term of selected pupils to ensure accuracy and consistency of judgements. A portfolio of Evidence is maintained for each year group.
	Develop the skills and confidence of TAs/ HLTA's by providing opportunities for them to observe others, attend training and support where necessary.	2	English Leader	TA meeting time, course costs, lesson time	
	Monitor the teaching of grammar. Ensure resources are provided and that planning identifies the skills to be taught, which are in line with the increased expectations of the new national curriculum.	4	English Leader	Monitoring time, grammar resources	Support staff (TA's, LSA's and HLTA's) are provided with opportunities to develop their skills and confidence when supporting in lessons. Grammar is planned and taught effectively across the school, which is in line with the new national curriculum.
	Continue to monitor writing across the curriculum to ensure that children are transferring their skills.	2	English Leader	Cross-curricular books e.g. Science, History	Opportunities are provided for children to transfer their writing skills across the curriculum. Whole school overview of planning for English updated and on Fronter.
	Monitor whole school medium and long term planning for English to ensure continuity and progression.	5	English Leader	Staff meeting	

Cross-phase partnerships (RPAT)	Literacy leaders to meet termly with the Literacy term.	1	KS1/ KS2 English Leaders	Staff meetings	Consistent approach across both schools with some joint events planned and delivered.	
	Key events such as Book Week planned to ensure continuity.	2	KS1/ KS2 English Leaders	Staff meeting		
	Staff training needs reviewed across schools to allow for joint staff meetings including moderation.	2	KS1/ KS2 English Leaders	Staff meeting	Joint staff meetings planned where appropriate for teachers and TA's and to include some moderation.	
	Review Literacy policies with a view to creating one policy across the Trust.	3	KS1/ KS2 English Leaders	Staff meeting		
Personal Development, Safety and Welfare (including safeguarding and SMSC)	Carry out a writing survey with the children to enable staff analyse attitudes towards writing and identify areas for development	2	English Leader	Writing Survey	Key areas for development identified as a result of the survey and appropriate action taken.	
	Monitor reading at home through Green Reading Diaries and ensure regular communication between class teachers and parents.	3	English Leader/ Class Teachers	Follow up letter to parents distributed to Teachers Book Look at a selection of Green Reading Diaries	Improved home/ school communication in diaries. Regular Reading at home evident and support put in place for parents who need it.	
	Continue to develop Reading Rangers to support reading in each class.	1	English Leader	Letter home to parents and meeting with Reading Rangers	Each class has a Reading Ranger once a week listening to children read.	
	Select Year 2 Mini Reading Rangers to promote reading and support LA children across the school.	1	English Leader	Update books for lunchtime club £100	Lunchtime club ongoing. Opportunities for mini reading rangers to support in classes.	

Parent, Governor, Community Engagement	Prepare reports for Directors/ Governors to keep them informed of current achievement across the school.	1	English Leader	Time to complete report	Termly progress report completed and distributed to governors/ directors.	
	Produce information for parents on grammar	2	English Leader	1 day supply - £200	Booklets for parents completed and distributed.	
	Keep staff informed of English developments through staff meetings and training sessions.	1	English Leader	Staff meeting time	Staff meeting/ training is delivered relating to the new National Curriculum and development needs.	

Long Term Objectives:

2019 – 2020

- Check and update information leaflets for parents
- Review foundation stage provision
- Continue to monitor and develop boy's writing
- Produce moderation examples/ guidelines for staff

2020 – 2021

- Review spelling schemes/ strategies across both schools
- Library provision
- Handwriting review

Area: Maths-Infants

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	<p>Begin the process of embedding the Primary Advantage Maths programme and the Concrete Pictorial Abstract (CPA) thread.</p> <p>Restructure the hierarchy of external training and in house support developed from a Core Team, Teacher Research Groups and Coaching Teams.</p> <p>Staff have ongoing access to CPD as well as in house training.</p> <p>Maths Hub courses to supplement the training, particularly the bar method and fraction training on offer. Most of these courses are free.</p> <p>Resources purchased to support the concrete and pictorial aspects of the programme.</p>	<p>2-On going</p> <p>1-By end of summer term 2018</p> <p>2-On going</p> <p>2-autumn term 2018</p>	<p>Maths team</p> <p>Maths leads</p>	<p><u>£1000-membership</u></p> <p><u>(£2000 Academy)</u></p> <p>In addition:</p> <p>INSET training and a school maths review in the infants</p> <p><u>£350 –cost of review half day</u></p> <p><u>£500-INSET half to be shared across both schools (£250)</u></p> <p>Supply cover for Induction day, Core training, Maths conference, EYFS course, (PA maths) HLT A training and Maths Hub-x6 days £1200</p> <p><u>£800 two Core training places</u></p> <p>Resources £1500 Boost maths in EY across all three classes-audit has been carried out to identify gaps in resources</p>	<p>85 % of pupils will be on track to achieve 3 points progress. SEN at least two points.</p> <p>Evidence of accelerated progress across the year groups for approximately 20% of children.</p> <p>Attainment is at least 65% expected (floor standard) across EY (GLD) and KS1</p> <p>Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level.</p> <p>Staff will be able to use the planning document to plan progressive lessons.</p> <p>Pupils will demonstrate a deeper conceptual understanding which supports the next move into abstract mathematics.</p> <p>Lessons will be interactive and will have a significant emphasis on children's talk.</p> <p>Staff (including new staff) will have a wider knowledge of how pupil's skills progress from EY to Year 2 and beyond.</p> <p>There will be increasing evidence through observations and book looks of fluency, reasoning and problem solving.</p>	

Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	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.	2-Ongoing	Maths Leader; Maths Team; All staff	Classroom resources (see above)	There will be increasing evidence through observations, drop ins and book looks of fluency, reasoning and problem solving Boys and girls attainment will become increasingly closer with the gap closing so that it is no more than 10% difference Disadvantaged pupils attainment will continue to improve 85 % of pupils will be on track to achieve 3 points progress. SEN at least two points.	
	Track groups of children through half termly assessment- Progress Tracker and SIMS. Full analysis at the end of each term.	2-Termly	Maths Leader; Assessment Co-ordinator; Maths team; All Staff			
	School Monitoring Cycle followed across the Trust.					
	Promote the use of children talking maths	2-Half Termly and Termly	Maths Leader; Assessment lead; Maths team; All Staff			
More Able Provision	PA maths review in the summer term to plan for the academic year 2018/19. Focus on the current good practice and set targets.	1-summer term 2018	Maths lead and PA maths	£100 – £10 per class for resources to support Maths day	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. Book monitoring will provide evidence of learning and understanding at greater depth	
	Partnership within the Trust to be developed between pupils- <i>How and Prove it</i> groups. Most Able to participate with pupils from Junior school	As timetabled by SLT	Maths Leader; SLT			
	Planning includes greater depth activities, where appropriate, for pupils to access as necessary.	Ongoing	All Staff, monitored termly by Maths Lead			
	Promote the use of children talking maths.	Summer Term 2018	Maths Lead; HLTA			
Leadership and Management	Partnership within the Trust to be developed between pupils- <i>How</i> and <i>Prove it</i> groups with KS1 and KS2	Autumn Term 2018	Maths Leader; Maths Team; All staff	Costed above	Staff will have deepened their subject knowledge and demonstrate an increasing confidence in teaching to mastery level and greater depth for HA/MA.	
	World Maths Day - Events to be scheduled more able mathematicians from each year group involved in planning	Spring Term 2019	Maths Leader; Maths Team; All staff			
	EYFS-Most Able lunchtime club					
	World Math Day-Wednesday March 6th Events to be scheduled across the Academy					
Leadership and Management	School Monitoring Cycle followed across the Trust.	As timetabled by SLT	Maths Leader; SLT	Costed above	Staff will have deepened their subject knowledge and demonstrate an increasing confidence in teaching to mastery level and greater depth for HA/MA.	
	Maths Team to ensure staff attending Core Training disseminate to staff in their year group	Year group meeting following each training session	Maths Leader; identified staff; all staff			
	In House Training for support staff		Infant DHT			
	Learning walks scheduled as part of the monitoring process	Termly	Maths Lead			

Cross-phase partnerships (RPAT)	Regular Maths Team Meetings to agree strategies and plan next steps Year 6 children to work with EY and KS1 World Maths Day - Events to be scheduled more able mathematicians from each year group involved in planning.	At least Half Termly 1 x weekly after SATs summer 2018 and 2019 Spring Term 2019	Maths Leader; Maths Team; Maths leader; maths team – liaise with EYC to organise children and times. Maths Leader; Maths Team; All staff	(see above)	Smooth transitions are obvious across all three key stages. Maths team meetings have been held regularly. Children in EY and KS1 more confident when playing counting games etc.	
Personal Development, Safety and Welfare (including safeguarding and SMSC)	To ensure that the equipment needed to provide the Maths Curriculum safe to use. Pupil Voice as part of the monitoring cycle-year groups and phases Learning behaviours monitored Math problem set weekly and discussed/shared in assembly	Ongoing 1-Summer 2018 Ongoing	Maths Lead to monitor DHT	cost of replacing damaged equipment	Staff report that the equipment is safe and in good condition enabling the children to learn effectively. Maths problem is interactive. Pupils are selected and win a prize for taking part.	
Parent, Governor, Community Engagement	Launch of PA maths to parents Circus of activities for parents to watch and engage in. Reports to Directors and Governors	1-Summer 2018 Termly	Maths Lead and Core trainees Maths Lead	Supply cover Maths team-LN and JN 1.5 days cover required	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 as to the new maths approach and progress/attainment reported upon regularly.	

Long Term Objectives:

2019 – 2020

- Continue to embed the core training of PA maths across the school
- Maths at expected and greater depth to meet at least national and local results at the end of KS1
- Maths resources/videos/links and information on the web site-demonstrations for example of strategies and how they are taught

2020 – 2021

- Continue to embed the core training of PA maths across the school

- Increasing number of nursery pupils will achieve exceeding in maths ELG
- Maths at expected and greater depth to exceed national and local results at the end of KS1

RISE PARK INFANT/JUNIOR SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area:

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	Continue to check that KS1 teachers are keeping results up to date each term. Monitor progress and attainment of science. To monitor schemes of work and assessment sheets to ensure continuity/progression across the key stages.	1	Science leader	Supply cover 1 day per term £600	Teachers keep comprehensive records indicating each child's progress to achieve the 'working at expected standard' in Summer term	
	To continue to develop the role of science leader across the schools in order to raise standards in all aspects of science	2	Science leaders – KS1 and KS2	Staff meeting		
	Monitor science teaching across KS1 – also check pupils are receiving a more practical and outdoor based science experience.	1	Science leader	Time to visit all KS1 classes – 2 days £400	Pupils receive good quality science lessons	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	Lessons continued to be developed in a safe environment.	1	Science leader and class teachers	none	Equipment is checked by staff before use.	
	Visitors have appropriate risk assessments in place.	1	Science leader		Risk assessments are checked before visits.	
	Planning shows reference/thought given to SMSC.	1	Science leader and class teachers			
	Ensure that all science lessons are accessible by all pupils	1	Science leader and class teachers		Lessons are planned so they are accessible by all pupils in their care.	

More Able Provision	Offer a lunchtime club to MA pupils – selected by class teachers (year 2) Spring term	4	Science leader		Pupils attend and respond positively to activity. Pupils are able to relate these sessions to their class work.	
Leadership and Management	Plan science week – organise a whole school interactive assembly and focussed tasks for Year 2 pupils	2	Science leader KS1	Whole school science assembly and 3x 1 hour workshops (for year 2 classes) and extra resources for the week £550	Pupils receive enhanced provision.	
	To purchase basic equipment for science lessons and science week (to support staff to provide WOW experience throughout science week.	2	Science leader	£250 (including items for enhanced provision such as electricity)		
	To organise an outside agency (Mad science) to run an after school club for KS 1	3	Science leader	Cost will be met by parents choosing to use the club – school just need to provide a classroom for the club.		
	Monitor KS1 medium and long term planning for science to ensure continuity and progression.	4	Science leader	Cost included in science teaching monitoring		
Cross-phase partnerships (RPAT)	To work alongside Junior counterpart to plan science week	2	Science leader	Staff meetings	Consistent approach across both schools with some joint events planned and delivered.	
	Science leaders to meet termly.	1	Science leader	Staff meeting		
	Review Science policies with a view to creating one policy across the Trust.	2	Science leader	Staff meeting		

Personal Development, Safety and Welfare (including safeguarding and SMSC)	Lessons continued to be developed in a safe environment.	1	Science leader	none	Equipment is checked by staff before use. Risk assessments are checked before visits.	
	Visitors have appropriate risk assessments in place.	1				
	Planning shows reference/thought given to SMSC.	1				
Parent, Governor, Community Engagement	Prepare reports for Directors/ Governors to keep them informed of current achievement across the school. – as directed by Executive Head-teacher	2	Science leader	Time to complete report as required	Report completed and distributed to governors/ directors. – as requested	
	Keep staff informed of Science developments through staff meetings	3	Science leader	Staff meeting time	Staff meeting/ training is delivered relating to the new National Curriculum and development needs.	

Long Term Objectives:

2019 – 2020

- Plan science week.
- Organise outside agency to run after school club
- Review the curriculum planning for 2018-2019
- Review the MA science club
- Look at progress/use of computing hardware/software to enhance science teaching

2020 – 2021

- Plan science week.
- Organise agency to run after school club
- Review policy and amend

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: COMPUTING

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	To continue ensuring the online safety curriculum is being delivered in both schools. Give staff an overview of expectations and materials/resources at the start of the year (updated). Add to the lessons with new ones created to address key school issues.	1	Lucy Nortje	Subject Folders x 10 pack = £23.99 white hope education X 1 day supply to update curriculum with current legislation = £110	Curriculum packs to be typed Folders to be set up across the schools – Infant renewal due to tatty folders.	
	To update the chain of online safety evidence from KS1-KS2 in line with new guidelines.	1	Lucy Nortje	Pupil folder for new starters in early years x 100 = £6.99 hope education	Set up individual pupil folders for children to keep throughout their time at the academy from YR-Y6	
	To support parents and children with online safety controls and information – giving out packs	1	Lucy Nortje		Updated packs to be collated and sent via parent mail.	
	To run regular computing competitions and events to maintain interest and a 'buzz' around the subject.	1	Lucy Nortje		Regular Digital Leader meetings to take place. Competitions to be run by leaders and prizes given during assembly.	
	To regularly reward children for online safety and computing work – stickers and certificates.	2	Lucy Nortje	Digital Leader badges and stickers x £30.00 Prizes (computing book/app rubbers/emoji stationery) x £80 for year. Stickers – packs of 75 x 4 = £32.00	Teachers to be given stickers to highlight computing and online safety.	
	Computing assembly x 2 a year plus workshops to be delivered	2	Lucy Nortje			
	To ensure workable laptops/computers or tablets are available for pupils to practise their	1	Lucy Nortje, Sarah Steel,		Regularly check and	

	computing skills		ECC	-	report issues with equipment.	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	Pupil assessments to be updated to include any new online safety legislation. End of year milestone to be collected from all classes and data to be reviewed.	2	Lucy Nortje	X ½ day subject leadership summer term (hlta supply) to look at data. £70	Assessment packs to be given to all teachers. Policy copies to be filed in teacher folders.	
	New staff to sign policies.	1	Lucy Nortje	No cost	Office to collect staff signatures.	
	Training for staff in Autumn Term regarding computing during staff meeting and an updated meeting during end of spring term.	2	Lucy Nortje	No cost	Meeting updates – to be scheduled with deputy.	
	To provide teachers with a wireless remote for use with the interactive whiteboard/powerpoint allowing them to activate the screen, change slides etc from any part of the room. They will not have to teach from the front of the class.	4	Lucy Nortje	10 x £4.95 = £49.50 from ebay. (1 for the hall).	Model the use during staff meeting and encourage teachers to not be stationary when teaching.	
More Able Provision	<ul style="list-style-type: none"> Code club now running for ks2. Homework club running for ks1 using education city software. Digital Leaders (More Able) meet regularly to carry out competitions/discuss issues and events/create material for newsletter. Learn to code workbooks for MA from switched on computing 	3	<ul style="list-style-type: none"> T. Plachta ks2 – coding club R. Robinson KS1 - homework club. L. Nortje - Digital Leaders L.Nortje 	<p>Costs covered in previous sections (badges).</p> <p>Learn to code books for MA £90</p>	<p>Ensuring Digital Leaders meet regularly – create an overview of work/events</p> <p>Meet Digital Leaders at lunch time for 6 weeks once per week to complete learn to code challenges.</p>	

Leadership and Management	To monitor the deliverance of both the computing and the online safety curriculum	2	Lucy Nortje	<ul style="list-style-type: none"> 1 x day out spring term – Monitoring 1 x day out Autumn Term FIPC Day 1 x day out Bett Show £110 2 x ½ day per half term to update policies/displays/ meet digital leaders/coding/parent workshops/children workshops/meet junior lead HLTA cover 	Carry out learning walks, folder scrutiny. Assessment checks and complete feedback sheets for staff. To request to see computing taught in action.	
	To lead / set up the FIPC training day using all digital leaders to demonstrate computing.	3	Lucy Nortje to support Trudie Plachta			
	To attend the Bett show to collect information regarding new equipment/upcoming software/computing applications and attend demonstrations. To look at new curriculum materials and resources to support MA/SEN/PP groups.	2	Lucy Nortje		To attend the Bett fayre and liaise with colleagues/promote Rise Park.	
	To update 5 policies/signing in policy at reception/reception intake user agreements etc.	1	Lucy Nortje		To continuously check fronter/havering websites for updates regarding legislation.	
	To continuously update staff on computing news via email/fronter and at staff meetings.	1	Lucy Nortje			
	To provide desktop computers in the staff room for teachers to use during subject leadership time and planning sessions to allow them to make the most of the time given. Computers to be hooked up to the network and printers. TAs to access during lunch time/break and allocated times given by teachers.	2	Lucy Nortje Steve Adams ECC		To provide request for computers to Steve.	
	1 x set of tablets per year group to be available for group work. (intention is to have one set in each classroom).	3 sets of 6 tablets		X 3 small desktop computers.		
Cross-phase partnerships (RPAT)	To meet once every half term with the Junior computing leader to map out objectives and ensure things are running smoothly in ks2. To support the new leader in her role.	1	Lucy Nortje and T Plachta	1 full day of leadership time needed for a handover/support session to look at curriculum,		

	Online safety Day – to be celebrated across the academy with similar activities age related to be carried out and promoted.	1	Lucy Nortje and T Plachta	assessment and equipment £110		
Personal Development, Safety and Welfare (including safeguarding and SMSC)	Online safety assembly performance for infant school to promote online safety.	2	Lucy Nortje	£300 for a day of workshops for ks1.	Children to participate in workshops and produce comic strips to promote online safety.	
	Online Safety Parent Meeting by Accredited HSIS/Advisor	1	Lucy Nortje	£200 HLTA to cover.	Current legislation and materials provided/hand outs provided.	
	Computing Leadership Meeting.	1	Lucy Nortje	3 x ½ day leadership time £70 x 3 = £210	To be updated with new legislation/curriculum news/online safety guidelines. Share good practice.	
	Computing Middle Manager Training – HSIS requested previously in 2 action plans.	1	Lucy Nortje	Free course with HSIS x 1 day supply £110	To gain further knowledge in how to motivate staff to deliver computing with a demanding timetable.	
Parent, Governor, Community Engagement	<ul style="list-style-type: none"> -Governor supports the running of the code club in ks2. -Regular parent mails sent highlighting key information and issues -Termly computing newsletter for the infants pending. - computing workshops delivered by outside computing company across both schools - computing / online safety show performed by theatre company to promote online safety -parent workshop to be delivered 					

Long Term Objectives:

2019 – 2020

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

2020 – 2021

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

RISE PARK INFANT/JUNIOR SCHOOL – SCHOOL IMPROVEMENT PLAN 2018-19

Area: Infant SEN / Vulnerable/ Disadvantaged (Inclusion)

SEF heading	Strategic Planning Area	Timescale	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes of pupils	Continue to monitor progress of all SEN/ Vulnerable/ disadvantaged children (termly) and the quality of support which is available including class support, intervention groups and focus groups. Teachers provide termly provision maps to SENCO with above information Attend Literacy and Numeracy pupil progress reviews to monitor progress of these pupils.	On going	M.Williams	None	All children on SEN/ disadvantaged/ vulnerable register make required level of progress and strategic focus groups in place in all classrooms Staff provide termly provision map of interventions/ support provided within their classrooms. Smooth transition of children with speech and language support.	
	Infant speech assistant to liaise with Junior staff about children who are on the speech and language register.	Summer 2018	Mrs Maher	None		
Personal Development, Behaviour and Safety (including safe guarding / SMSC)	To continue to hold transition meetings with the Junior School and feeder playgroups to ensure smooth transition of all SEN/ Vulnerable pupils	On going	M.Williams	None	Junior School fully informed about children entering year 3 and are able to plan appropriately. Sen/Vulnerable children are well prepared for transfer and all relevant information is passed to Jn SENCO. Sen/Vulnerable children are well supported at lunchtime Counselling in place for any children with need to access this service Parents confident in the care the schools delivers to all children. Staff fully trained to identify	
	To support staff running interventions to ensure they feel confident delivering programmes.	On-going		Staff Training £500		
	To ensure all vulnerable pupils / parents receive appropriate support from various agencies.	On- going				
	To use SEN/ disadvantaged budget to support particularly vulnerable pupils by employing a pastoral MDA to ensure these pupils feel safe	On –going				
	Use counselling services where appropriate to support vulnerable pupils	On –going		Cost of counselling £30 per session		
	To ensure all parents of SEN/ Vulnerable pupils are confident that their child is safe and well cared for in school.	On- going		£ 500		
	Ensure all staff attend yearly safe guarding	Autumn Term				

	training so they are able to identify any signs of neglect etc. Continue to run the Happy to be me Programme across the year with Vul pupils.	2018 Autumn 2018			areas of concern.	
Teaching and Learning and Assessment (including SEN/ Vulnerable / disadvantaged Groups)	Continue to update resources so that all pupils can access the curriculum. Continue to track SEN/disadvantaged/ and Vulnerable pupils termly Monitor all intervention programmes on a termly basis. Have base level at start of intervention so progress can be analysed. Set up Precision Teaching Programme in Autumn Term 2018. Train identified Ta's and support them with the intervention. Monitor its implementation.	Autumn Term 2018 On going Termly Autumn term2018	M.Williams	£ 100 general resources Lego resources £ 100	New resources in place and being used appropriately by all staff All groups making required pts. progress Vulnerable pupils receiving support from appropriate agencies Staff well trained to deliver interventions	
Leadership and management	To ensure all staff deliver high quality teaching, differentiated for individual pupils To monitor all intervention groups and offer support and advice to members of staff To deploy support staff effectively To provide teaching time support to SEN / disadvantaged pupils for a block period of time To organise and attend reviews and all PCR's/ transition meetings To complete any new Education Health Care plans (EHC) and hold PCR where necessary	On going On going On going On going ongoing	M.Williams	None	Observations show staff meeting the needs of all learners and pupils making good progress Staff leading interventions feel adequately supported and pupils make accelerated progress Educational reviews held each term	
Computing use and application	Continue to ensure SEN pupils who have specific difficulties have access to appropriate support programmes Continue to utilise ICT resources to improve the quality of learning for all SEN pupils- Further staff training in place to ensure Clicker 7 if used effectively	Autumn 2018 On going	M.Williams		Resources improve the quality of children's learning and engagement in curricular activities Resources improve independence skills	

Views of stakeholders	Review meetings held termly for complex children Continue to meet SEN Governor each term to provide feedback about SEN/ disadvantaged provision Continue to write termly report for Governors / Directors regarding all Inclusion issues Meet with pupils during spring term to find out their views about school	Termly Termly Termly	M.Williams	None	Parent review forms show high level of satisfaction with provision for SEN pupils Governors fully aware of all Inclusion data and issues	
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Long Term Objectives:

2019 – 2020

- To ensure adequate provision in place for SEN children (budget allocations)
- Review disadvantaged provision when funding is allocated. (Lower numbers may mean some provision may need to be reduced)

RISE PARK INFANT SCHOOL – SCHOOL IMPROVEMENT PLAN 2018-2019

Area: Non Fluent Pupils

SEF heading	Strategic Planning Area	Timescale	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes of pupils	To monitor the progress of non-fluent pupils (termly) and the quality of support which is available including class support, intervention groups and focus groups. To see expected rate of progress from starting point in year 1 to end of K.S.1 and monitor progress in Reception using EYFS assessments	Termly	M.Williams	None	All pupils on non-fluent register make required level of progress. Strategic focus groups in place in all classrooms.	
Personal Development, Behaviour and Safety (including safeguarding/ SMC)	To ensure smooth transition from feeder school and into the Junior School. To ensure staff are aware of non-fluent pupils and amend work accordingly to ensure children are not unduly stressed.	Summer 2018	M.Williams	None	Junior School fully informed about non-fluent children entering year 3 and are able to plan appropriately. Feeder groups pass on all necessary information regarding non-fluent pupils	
Teaching, Learning and Assessment (including SEN/ Disadvantage groups)	To update resources so that all non-fluent pupils can access the curriculum. To track progress of non-fluent pupils each term and act accordingly to ensure they are receiving adequate support Year 1 non- fluent pupils to receive daily set phonics sessions to ensure they make appropriate progress and pass year 1 assessment.	Autumn 2018 On-going across the year	M.Williams	£200	New resources in place and being used appropriately by all staff Support from appropriate external agencies in place where necessary All non- fluent pupils make expected progress Year 1 non- fluent pupils pass phonics assessment.	

Leadership and management	<p>To ensure all NFL pupils are coded correctly for the Census following government guidelines.</p> <p>To ensure all staff deliver high quality teaching which takes into account the needs of non-fluent pupils.</p> <p>To monitor all interventions and offer support and advice to members of staff.</p> <p>Phonic NFL groups in place across school to enable these children to reach the required standard.</p> <p>To provide termly reports to Governors and Directors about the progress of non-fluent pupils</p> <p>To attend LEA training where possible.</p>	Oct/ February	<p>All staff</p> <p>M. Williams</p> <p>Termly</p>		<p>Census coding in place.</p> <p>Observations show staff meeting the needs of all learners and pupils making good progress</p> <p>Staff leading interventions feels adequately supported and pupils make accelerated progress</p> <p>Staff training ensures expertise is being developed which then impacts of their teaching styles.</p>	
Computing use and application	<p>Continue to utilise ICT resources to improve the quality of learning for all non-fluent pupils</p> <p>Staff using Clicker 7 confidently- training for TA's in place</p>	Autumn Term 2018	M.Williams		<p>Resources improve the quality of children's learning and engagement in curricular activities.</p>	
Views of stakeholders	<p>To discuss in review meeting with teachers the progress and needs of non-fluent pupils in their class.</p> <p>To interview non-fluent pupils in Summer Term 2019 to discuss how they view their learning and what they enjoy and find difficult in school.</p> <p>To ensure NFL parents are able to access information (given verbal support by class teachers)</p>	<p>Termly</p> <p>Summer 2019</p>	M.Williams	None	<p>All stakeholders' views are heard and appropriate responses are made.</p> <p>Parents are made to feel welcome at the school and feel able to attend functions/ meetings etc.</p>	

Long Term Objectives:

2019– 2020

- To continue to track and evaluate progress of NFL pupils.

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: EARLY YEARS

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	To continue to ensure that all children have a secure knowledge of phonics in line with the Government Reading Initiative.	2	Early Years Leader. Deputy Head Teacher. Early Years Staff. Phonics Leader	Planning. Monitoring. Focus Groups. Ongoing assessments.	Are the children confident in recognising and using their sounds to read and write cvc words? children can identify and write all initial letters.	
	To embed PA maths system in Maths and to improve writing ensuring that as many children as possible attain the ELG. Regular checking of GLD to ensure pupils are on track Curriculum offers plenty of opportunity to develop early writing skills including fine motor skills Writing is available in both indoor and outdoor classrooms	1	Early Years Leader. Early Years Staff. Deputy HT	Staff meeting and PPA time for EYFS staff £300 for resources to up- date resources for developing fine motor skills and writing resources to enhance continuous provision.	Are children grouped soon after the initial sounds are taught enabling each child to progress accordingly? Does the planning ensure writing and Maths is enabling the children to make required progress?	
	Teachers tracking their learning through 2simple and Learning Journey books	1	Early Years Leader. Early Years Staff. Deputy HT	Cost of 2simple license and learning journey books New ipad for staff £300 2simple training for all EYFS staff (FS1 & FS2) – ½ day £300	Are intervention groups in place allowing all children make a good level progress from their starting point?	
	To try to have as many children reaching the expected level of achievement as possible. Tracking at national average. Those who do not should show a good level of progression. (at least 2 age bands)- regular checking of GLD sheets to ensure pupils are on track and if not decide on measures to be put in place.	2	Early Years staff			
	Opportunities offered give pupils opportunity	2	Early Years Leader	On Entry Assessments. Planning. On-going assessments. Staff meeting time for EYFS team for moderation purposes		

	to exceed in CLL areas. Pupils are offered a good variety of opportunities both indoor and outdoors daily.	2 1		<p>£400 for resources to enhance provision – small world and recording devices</p> <p>£300 – (cosy) for outdoor climbing equipment (A frame development of gross motor skills leading to good pencil grip, etc)</p> <p>Storage for wellies/outdoor wellies £200</p> <p>Storage for outdoor small world to protect from weather £320 plus new storage boxes £50</p> <p>Woodworking area – bench and tools £500(including wood supply and accessories)</p> <p>Giant hollow blocks £390</p> <p>Resources for outdoor roleplay – storage boxes and props £100</p> <p>Tuff tray stand for garden area and wildlife area £260 plus trays £23 –total £283.</p>		
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Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	To ensure planning is age related according to the EYFS curriculum as is differentiated according to each group's needs. All children are assessed according to their ability.	1	Early Years Leader. Head Teacher. Early Years Staff.	Planning. Monitoring. Focus Groups. Ongoing assessments.	Are the children accessing quality provision both continuous and enhanced enabling them to become independent learners?	
	To ensure that the FS2 centre allows the children to access both indoor and outdoor continuous provision enabling them to become independent learners. Also to ensure that enhanced provision is planned according to the topics being taught.	1	Early Years Leader. Early Years Staff. Inclusion Manager.	On Entry Assessments. Planning. On-going assessments.	Do all children access both the inside and outside classrooms for all areas of the curriculum? Are children accessing the outside for focussed work in all subjects including Maths and English?	
	SEND children are planned for specifically on weekly plans also EAL children and children with speech and language difficulties are planned for on the timetable allowing them daily intervention programmes. These children are visited in their preschool settings where possible.	1	Early Years Leader. Early Years Staff. Inclusion Manager/DH teacher, Maths and English leaders	On Entry Assessments. Planning. On-going assessments. On Entry Assessments. Planning. On-going assessments. Vulnerable tracking.	Do our plans and timetables show differentiated activities for SEN/EAL/SP&L children?	
	Vulnerable children etc. are identified and barriers to learning are reduced.	1	Early Years Leader. Early Years Staff. Inclusion manager		Are barriers to learning reduced/eradicated allowing progress to be made by ALL children?	
More Able Provision	Pupils looking to achieve exceeding for reading and writing to work with Early Years leader to focus on extending independent writing.	2	Early Years Leader	Cost – use of Early Years Leader weekly time. Early Years to attend early writing course in autumn 2018	Are some pupils securely achieving an exceeding judgement for reading and writing?	
	Opportunities offered give pupils opportunity to exceed in CLL areas.	1	Early Years			
Leadership and Management	Early Years Leader to monitor termly assessments of all 17 areas, track the GLD sheets and monitor ½ termly assessments of reading, writing and number.	1	Early Years Leader. Head Teacher. Early Years Staff.	Planning. Monitoring. Cost of cover to input data. Early Years Leader non- contact time	Is the Early Year's Leader confident and able to access Sims and input termly data and analyse?	
	To ensure that all children are baselined when they start school in September.	1	Early Years Leader. Early Years staff	N/A	Are all children baselined according to the EYFS/school system?	
	To continue to develop the transition of new children to main school in light of so many	3	Early Years Leader. Deputy HT	Open days. Cost of cover to visit	Are the new children	

	<p>children starting in Sept. To work alongside Deputy Head to plan the Key worker for each child – also with Inclusion manager and EYFS 1 manager where necessary</p> <p>To update the Early Years Policy, Outdoor Policy, Welfare Requirements & British Values Policy.</p> <p>Develop the links with an Early Years setting outside within borough to share practice</p> <p>Attend the ‘vision to provision’ meetings and training</p> <p>To monitor teaching and provision – ensuring the list of non negotiables is in place</p> <p>To build up a moderation portfolio to support judgements</p>	<p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>3</p>	<p>Inclusion Manager</p> <p>Early Years leader</p> <p>Early Years Leader</p> <p>Early Years Leader</p> <p>Early Years Leader</p> <p>Early Years Leader</p>	<p>pre-schools – Early Years Leader non-contact time</p> <p>Use of Early Years Leader non -contact time</p> <p>Free course but will require Early Years Leader to attend 2 whole days and 4 x half days training</p> <p>Non contact time</p>	<p>confident to enter school?</p> <p>Are the policies updated and show the EYFS appropriately?</p>	
Cross-phase partnerships (RPAT)	<p>To meet regularly with EYFS1 team – sharing information and practice.</p> <p>To meet with Year 1 leader regarding transition practice. – all EYFS2 staff to meet with Year 1 staff in preparation for transition in summer term</p>	<p>2</p> <p>3</p>	<p>Early Years Leader</p> <p>Early Years Leader with Year 1 leader</p>	<p>Early Years Leader time</p> <p>Staff meeting time – summer term</p>	<p>Is practice improved through sharing ideas?</p> <p>Do the transition plans allow all children to transfer to Year 1 successfully?</p>	
Personal Development, Safety and Welfare (including safeguarding and SMSC)	<p>To continue to ensure that all children are safe within the FS2 unit and that all the current EYFS Welfare Requirements are met.</p> <p>To continue to focus on teaching the children respect for equipment and each other.</p>	<p>1</p> <p>2</p>	<p>Early Years Leader. Head Teacher. Early Years Staff.</p> <p>Early Years Leader. Early Years Staff.</p>	<p>Risk Assessments and Welfare Requirements are updated at least yearly or as necessary when changes to provision occur. (outdoor equipment regularly maintained) Cost of First Aid Training ensuring that all Early Staff hold a Paediatric in First Aid.</p>	<p>Are the children safe, independent learners? Can they take control of their own personal wellbeing?</p> <p>Are children treating equipment and each other with respect? Can they</p>	

	To ensure that SMSC is shown on the plans.	2	Early Years Leader. Early Years Staff.	Updated topic books and other relevant resources £100 EYFS documents and resources.	use all areas of the Reception Unit appropriately? Is SMSC planned for and includes the Characteristics of Learning from the EYFS?	
Parent, Governor, Community Engagement	To ensure that Governors/Parents and wider Community are kept up to date with the EYFS. Parents of children starting school in September 2018 will have a new intake meeting in the summer term of 2018. Check information to parents is up to date. Organise parent/child visit to the centre prior to starting school.	1	Early Years Leader. Head Teacher. Deputy HT	Governors receive a termly report about the Early Years including data and progress. Parents will have a Curriculum Meeting early Autumn.	Is there greater involvement & understanding by parents/governors and community of learning and teaching methods in Early Years?	
	To continue to develop the 'Parent Partnership' between the parents of the Reception children and school. This will be done through 'special days' and other sessions.	1	Early Years Leader. Early Years staff	Sessions to be planned alongside the topics/curriculum to involve parents as much as possible.	Is there an established partnership between Reception parents and the school? Are parents able to support their child's learning through the impact of the partnership?	

Long Term Objectives:

2019 – 2020

- Review topics covered
- Review outdoor classroom and see where updates/changes need to be made
- Continue to develop links with EYFS1
- Continue to develop links with other schools to develop practice
- Set up 2 simple links with parents
- Work on transition links between EYFS 2 AND sunbeams nursery

2020 – 2021

- Review 2simple links with parents
- To continue to work alongside FS1 staff and possibly plan for a new FS1 centre to be built alongside FS2
- To update Early Years Policy

RISE PARK INFANT SCHOOL - SCHOOL IMPROVEMENT PLAN 2018/19

Area: Nursery Provision

	Strategic Planning Areas and Details.	Timescale	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Teaching, Learning and Assessment	<p>Planning/Delivery of the curriculum: Planning to be split into year A/B due to the two cohorts N1 and N2. New topics to be chosen and planned for year B.</p> <p>Assessment: 2 Simple app on ipads must be used to record individual observations of children and to note next steps for individual children's development. A focus should be made on this e-learning journey rather than paper learning journeys. The old style learning journeys will be kept but called 'Celebration books' where children can choose which work they would like to place in it.</p> <p>Parental involvement: An increased emphasis needs to be made on parental involvement within the nurseries. Regular bi-weekly stay and play sessions will be set up as well as a home/school liaison book. 2 build a profile app to be set up with parents email address so that Individual observations can be shared directly with the child's parents.</p>	<p>Summer term 2018</p> <p>By Autumn Term 2018</p>	Nursery Manager Nursery Staff	<p>£0 2 simple training by NM.</p> <p>School liaison books.</p>	<p>Planning for year A/B completed.</p> <p>Stay and play sessions have been booked in advance for the Autumn Term.</p> <p>Parents to sign up for 2 build a profile parent share.</p>	
Leadership and Management (Staff Recruitment and CPD)	<p>Recruitment: The nursery ideally needs another member of staff as the numbers are steadily growing. Therefore an additional adult needs to be appointed in a nursery practioner role. This would initially be in a part time capacity when sessions are at the highest uptake. If the numbers go over 30 a session then a EYTS or QTS teacher would be needed.</p>		Nursery Manager Business Manager Head Teacher. Deputy Head Teacher	<p>Recruitment costs</p> <p>Paediatric/other required training course costs</p> <p>Costs of hygiene</p>	<p>Job descriptions completed.</p> <p>Job adverts placed</p> <p>Staff recruited</p> <p>All relevant training</p>	

	<p>Recruitment process: Job adverts to be placed online and locally. Job descriptions drafted, based on the Havering model job descriptions.</p> <p>Training At least 1 member of the nursery team to attend food/hygiene training for preparing snack. New Staff to be trained on using the 2 build a profile app on the Ipads. All new staff to complete required safeguarding training PA maths training for all nursery staff.</p> <p>Monitoring On-going monitoring of staff performance needs to be regularly carried out by the Nursery Manager and other senior leaders. Regular book monitoring and monitoring of recorded observations also needs to be undertaken regularly by NM and DHT.</p>			training course £1bc	completed	
Personal Development, Behaviour and Safety (Inc. Safeguarding/ PSED)	<p>Safeguarding: All new early years practitioners to receive required training in child protection, and refresher cpd for all other staff.</p> <p>Behaviour: All staff to follow the nurseries behaviour policy based on the Infant School approach.</p>		Nursery Manager HT DHT	£0 in house CPD sessions.	<p>All staff have completed refresher safeguarding training.</p> <p>All new staff have safeguarding training.</p> <p>All staff are following the behaviour policy.</p>	
Leadership and Management (Resource Provision)	<p>Internal: New resources will be needed including more building equipment such as stickle bricks. Also sand, paint and play dough supplies need to be renewed</p> <p>The nursery also needs a new coat rack and a shoe rack and stools due to the increase in</p>	By Autumn term 2018	Nursery Manager School Business Manager	<p>Indoor area: 4x stools: £50 each £200 total Resources: £300 Coat rack: £200 Shoe rack: £200 Nuc or equivalent desktop computer: £300</p>	Resources delivered Outside area is developed by the end of autumn term 2018.	

	<p>numbers of children.</p> <p>The nursery also needs a computer to be attached to the LCD screen in the nursery as the screen does not support any software apart from apps. The screen cannot be used with any curriculum resources such as VLE's or sims for registration.</p> <p>External: The external area needs more play resources and the affordability of a path and astro turf need to be looked at especially for the winter months when the garden can be inaccessible due to being water logged and muddy.</p>			<p>4 stackable chairs: £40 each £160 total</p> <p>Outside area: Resources: approx. £300 Astro turf: £TBC Path: £TBC</p>		
<p>Leadership and Management</p> <p>(Marketing and Branding)</p>	<p>Branding: Nursery logo/name to be added to school signage.</p> <p>Marketing: On-going development of nursery website and blog to keep the website ranking well in search engines.</p> <p>External advertising to be set up including looking at the feasibility of advertising on buses and advertising boards in the Romford locality.</p> <p>Open days will be set up for perspective parents to view the nursery 3 times a year.</p>	<p>By Autumn Term 2018</p> <p>By Summer Term 2018</p>	Nursery Manager, Head Teacher, Business Manager, Directors/Governors	<p>Logo signage: £TBC</p> <p>External advertising budget: £TBC</p>	<p>New signage is erected.</p> <p>Website is kept up to date.</p> <p>Advertising plan is agreed and adverts are placed.</p> <p>Open days are held throughout the year.</p>	
<p>Leadership and Management</p> <p>(pupil numbers and expansion)</p>	<p>Numbers: The target number of 35 children per session is reached.</p> <p>Expansion of provision Feasibility of admitting rising 2's to the nursery will be explored.</p> <p>Wrap around care options will be explored to</p>	<p>By Summer Term 2019</p> <p>By Autumn Term 2018</p>	Nursery Manager, Head Teacher, Business Manager, Directors/Governors	<p>Extra teaching staff when sessions go over 30 children.</p> <p>Audit of changes needed to make the nursery rising 2s ready.</p> <p>Explore staffing for</p>	<p>35 Children are regularly attending each nursery session.</p> <p>A decision is made on admitting rising 2's to the nursery.</p> <p>Wrap around care options</p>	

	gain extra income for the nursery.			wrap around care or look at external providers.	are discussed and the preferred option reached.	
Views of Stakeholders	<p>Observations shared with parent/carers via the parent share facility on app. Parents and carers to comment and share the learning experiences of their child.</p> <p>Weekly wow moments are sent home to be returned to nursery weekly.</p> <p>Stay and play sessions to be set up bi-weekly.</p>	<p>By Spring term 2019</p> <p>By Autumn term 2018</p>	Nursery Manager, Nursery Staff	<p>Parents sign up for 2 simple and emails are gathered.</p> <p>Wow moments to be given out and displayed when returned.</p> <p>Stay and play activities planned for.</p>	<p>Parents are accessing and viewing observations.</p> <p>Wow moment sheets are brought back into nursery completed and put on display.</p> <p>Bi-weekly stay and play sessions are set up and running.</p>	

Long Term Objectives:

2019 – 2020

- Pupil numbers continue to rise so that the recommended target number of 35 on role is reached for each session.
- To look at feasibility of admitting 2 year olds to the nursery.
- To look at ways of expanding the nursery further including wrap around care and holiday clubs.
- To increase parental involvement in the nursery.
- Regular open days for perspective parents.

2020 - 2021

- If numbers continue to rise further expansion could come in the form of an additional setting.

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: Phonics

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	To ensure that Phonics skills are being promoted/transferred across all curriculum areas.	On-going	Phonics Lead	Release time to do book looks and lesson drop ins in other subjects. £200 for full day.	The children will use their phonics skills and spelling across all subjects. Teachers will also be observed teaching these skills in all areas.	
	Maintain around 90% pass rate in Phonics skills test.	On-going	Phonics Lead All Year 1/Reception teachers		Children pass the Phonics test at the end of Year 1, with a 90% average pass rate.	
	Begin to develop Phonics support throughout Junior School.		Phonics Lead	Training session for support staff ½ day out for session - £80 for cover	Support staff feel more confident in their teaching of the Phonics scheme. Improved Phonics skills are evident in children's reading and writing.	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	Review Phonics assessment procedure.	Autumn Term	Phonics and Literacy Leaders	1/2 day supply (£100)	To review the new assessment template with staff to streamline it and then make any adjustments. To develop a programme of dictated sentences to directly assess the	

	To have a wider range of decodable books available for KS1 and Reception.	Autumn Term	Phonics and Lit Leaders	£1000	children's phonics skills. New books purchased.	
More Able Provision	To develop a scheme for after RWI Set 3 is complete.	Autumn Term	Phonics/Lit leaders	½ supply (£100)	To review and discuss how to push the children forward – to use Letters and Sounds to develop our own teaching scheme to move onto Spelling patterns and alternative sounds/graphemes.	
Leadership and Management	To carry out pupil progress reviews in Phonics alongside the Literacy leader. Regular check ins with year groups (after school) to review progress and data. To moderate with year groups to check application of Phonics Skills in writing.	Termly Termly Termly	Phonics/Lit leaders Phonics Leader Phonics/Lit leaders	1 day supply (£200)	Teacher assessment will be monitored half termly. Teachers know exactly which pupils aren't progressing and have steps in place to tackle this.	
Cross-phase partnerships (RPAT)	To form a plan of implementing the new Phonics Scheme in the Junior school and support staff.	Autumn Term	Phonics/Lit leaders	Staff Meetings	Support staff feel more confident in their teaching of the Phonics scheme. Improved Phonics skills are evident in children's reading and writing.	

Personal Development, Safety and Welfare (including safeguarding and SMSC)	Monitor Phonics sets to ensure children are in the correct group for their ability.	Half termly	Phonics Lead All teachers	-----	Children are in the correct set for their ability.	
Parent, Governor, Community Engagement	To hold parent workshops for Parents in the teaching of Phonics at Rise Park. Report to Governors	Autumn Term Yearly	Phonics Leader Phonics Leader	Supply cover for workshops – 4 morning sessions (£400) and ½ day to prepare workshop resources (£100) -----	Parents are more knowledgeable of the teaching of Phonics and can use those skills with their children when reading/writing at home. Governors are aware of how Phonics is taught and assessed at our school.	

Long Term Objectives:

2019 – 2020

- Continue to embed the Phonics Scheme
- Monitor the impact/evidence of this

2020 – 2021

- Liaise with KS2 re teaching of phonics in lower school
- Deliver joint workshops/training

RISE PARK INFANT/JUNIOR SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: History

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	<p>To give children the opportunity to develop historical knowledge through story, drama and role play. To book theatre groups/outside agency</p> <p>To arrange visitor for year 1 Toys topic</p> <p>To use available media to film themselves – hot seat/role play or perhaps to challenge more able write/record short dialogue/play</p> <p>Check resourcing is suitable and if any outside agencies are required. Look to use local Havering library services.</p>	<p>On going Book in Autumn 2019 to ensure availability</p> <p>Spring 2018</p> <p>Start summer 2019 ready to implement during next school year.</p>	<p>Subject leader and year group teams</p> <p>Subject leader</p> <p>Subject group leader with staff</p>	<p>Role play resources to tie in with topics with history focus - £50 per year group. Theatre group visits – Year 2 – history parade £230 for total session. Year 1 'toys' visitor £50</p> <p>Available media resources e.g. ipads/cameras</p>	<p>Pupils are regularly learning about people and events from the past. Pupils are engaged and motivated.</p>	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	<p>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.</p> <p>History themed dress up day – with competitions.</p>	<p>On going</p> <p>To be discussed in staff meeting in Autumn term.</p>	<p>Subject leader</p> <p>Subject leader</p>	<p>To source story or pictures books that lend themselves to history sessions and any teaching packs that link. £100</p> <p>-----</p>	<p>Staff will be able to deliver a valuable history experience through topic, including relevant resources.</p>	

	Children to study historical figures from different races/religions....e.g. Black History week/month?	Discuss with staff to how we can incorporate different historical figures into curriculum.	Subject leader, staff	-----	Children will learn about significant people from the pass of all faiths/races.	
More Able Provision	Theatre groups/visitors to do group activities with MA children.	On going Book in Autumn 2019 to ensure availability	Subject leader and year group teams	Role play resources to tie in with topics with history focus - £50 per year group. Theatre group visits – Year 2 – history parade £230 for total session. Year 1 'toys' visitor £50	Pupils are regularly learning about people and events from the past. Pupils are engaged and motivated.	
Leadership and Management	<p>To monitor history in each year group (book/work look, discussion with staff and children, photographic evidence)</p> <p>To keep a check on storage and location of history resources so that they are always accessible and available</p> <p>To see if the local Havering Museum could be useful for either visiting or borrowing of resources</p>	<p>Completion of topic covering history so will vary each half term</p> <p>On going</p> <p>Autumn 2017</p>	<p>Subject leader</p> <p>Subject leader.</p> <p>Subject leader</p>	Half day supply £70	<p>Clear coverage is observed and recorded.</p> <p>Comprehensive list of resources including software/web resources is available in each year group.</p> <p>Local resources used.</p>	

Cross-phase partnerships (RPAT)						
Personal Development, Safety and Welfare (including safeguarding and SMSC)	<p>To complete risk assessment before any trip.</p> <p>To identify appropriate online software for IWB</p> <p>To view beforehand any youtube material before class use – this is in line with school policy</p>	<p>As necessary</p> <p>On going</p> <p>On going</p>	<p>Year group teams</p> <p>Year group teams and subject leader</p> <p>Year group team and subject leader</p>	<p>Cost of trips met through parental donation.</p>	<p>Level of risk is minimal</p> <p>Pupils have the ability to access historical information through a range of visual and interactive media.</p>	
Parent, Governor, Community Engagement	<p>To inform parents of the History curriculum through Autumn curriculum meetings and through half termly curriculum information sheets.</p> <p>To encourage parental support through planning – e.g. loan of artefacts, helping on school trips</p> <p>Parents to receive homework with a history link at some point in the school year</p>	<p>Once a year and half termly</p> <p>On going</p>	<p>Year group teams</p> <p>Year group teams</p>	<p>Curriculum map/plan. Annual meeting will involve year group teams out of class for meeting time</p>	<p>Is ongoing parental support impacting on pupil learning?</p> <p>Subject leader had a copy of each appropriate newsletter</p> <p>Parents visit school events and supply necessary items.</p> <p>Parents assist pupils with homework tasks that are returned to school.</p>	

Long Term Objectives:

2019 – 2020

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2020 – 2021

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RISE PARK INFANT SCHOOL - IMPROVEMENT PLAN 2018 - 2019

Area: Geography/ Outdoor Environment

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	To check the curriculum presented is engaging and interesting and resources are available for delivery. To give children the opportunities to explore Geography through creative activities and also during Arts Week.	Ongoing	Geography/ Outdoor Environment Lead in consultation with colleagues	Time out of class for monitoring and auditing.	Pupils are excited and engaged; required resources easily accessible / ordered.	
	To monitor and evaluate the progression of skills across the key stage. To ensure that the children are gaining and building on existing skills necessary to achieve and progress in the areas covered in Geography teaching.	Ongoing	Geography/ Outdoor Environment Lead	Planning Lesson observations Displays Portfolio of work	Children are able to apply their Geographical knowledge, understanding and skills to engage with the subject so that work reflects the expectations for each year group.	
	To give the children the opportunity to develop their knowledge, and a love of the natural environment by ensuring they have regular and full access to the various outdoor areas provided within the school's setting.	Autumn Term	Geography/ Outdoor Environment Lead Year Group Teams Site Manager Liaise with Science Lead	Clean, tidy and safe areas	All children will take part in activities such as pond-dipping; observations in the wildlife area; planting in the allotment areas allocated for each year group – photographs and displays.	
	To redevelop the Year 2 allotment area – encourage parental involvement.	Second half Spring Term/ First half Summer Term - 2	Geography/ Outdoor Environment Lead Year 2 Team	Cost of soil/ planter boxes/ seeds/ plants etc. - £200 Could PTFA support this in any way?		

Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	<p>To ensure that all outdoor areas are being used regularly by all Year Groups.</p> <p>Enter the London Children's Flower Society Spring Bulb Competition.</p>	<p>Ongoing</p> <p>Autumn 2018 / 1 Spring 2019</p>	<p>All Class Teachers</p> <p>Geography/ Outdoor Environment Lead</p>	<p>Displays/ Photographs</p> <p>Cost of 50p bulb and pot to be paid by each participating child.</p>	<p>Children are able to participate in valuable life enhancing learning.</p> <p>Children's bulbs/flowers will be displayed and judged by a representative from the London Children's Flower Society.</p>	
More Able Provision	<p>To arrange for Eco-Warriors to be chosen for each class – consider how as a school we can be more eco-friendly</p> <p>To set up a lunchtime gardening club with Higher Achieving Yr 1 children.</p>	<p>Autumn 2018 / 1</p> <p>Summer 2019 / 3</p>	<p>Geography/ Outdoor Environment Lead liaise with staff volunteer leading the group.</p> <p>Geography/ Outdoor Environment Lead</p>		<p>Regular litter picking by children/ eco-friendly initiatives put into place.</p>	
Leadership and Management	<p>To update portfolio of work and monitor geography in each year group (through book look, staff discussion and photographs/ displays).</p> <p>Ensure all elements of the Geography Curriculum 2014 are included in planning for Key Stage 1 and pass on new/ relevant information re. resources to Teaching Staff during Staff Meetings.</p> <p>To audit and update resources for Geography Learning.</p>	<p>Autumn 2018 Spring 2019 Summer 2020 Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Geography/ Outdoor Environment Lead</p> <p>Geography/ Outdoor Environment Lead</p> <p>Geography/ Outdoor Environment Lead</p> <p>Geography/ Outdoor Environment Lead</p> <p>Geography/ Outdoor Environment Lead and Site Managers</p>	<p>Workbooks, displays, maps Half day supply £100</p> <p>Planning, time requested during Staff Meeting.</p> <p>Half day supply £100; Cost of resources as required by Year Groups</p>	<p>Portfolio of work including photographs of children using the Outdoor Areas/ maps and create records of evidence seen in books and displays. Evidence of knowledge of the countries and main cities of the UK, knowledge of the 5 continents and oceans of the World will be explicit in children's work.</p> <p>Appropriate resources for</p>	

	<p>To regularly check Outdoor Environment/ Gardening equipment and update ensuring items are safe to use and age appropriate tools are available.</p> <p>To liaise with the Site Managers to ensure the fences and sheds at the back of the Infant Playground are mended, treated and painted. This is in response to requests made by children through School Council meetings and the Suggestion Box.</p>	Summer Holidays 2018		<p>Cost of replacing items £100 as needed.</p> <p>Cost of wood treatment and paint etc. £200</p>	<p>teaching and learning will be listed and labelled in Room 7 or distributed to relevant Year Groups/ Leaders.</p> <p>Children will be able to use tools suitable for the tasks and their age.</p> <p>The playground will be safer and look smarter, more child friendly and welcoming. It will also lengthen life of the fences and sheds so saving money longer term.</p>	
Cross-phase partnerships (RPAT)	<p>Enter the London Children's Flower Society Spring Bulb Competition.</p> <p>Increase liaison between the two Key Stages re Geography/ Outdoor environments – Staff and Children</p>	Autumn 2018 / 1 Spring 2019	Geography/ Outdoor Environment Leads	Cost of 50p bulb and pot to be paid by each participating child.	<p>Children's bulbs/flowers will be displayed and judged by a representative from the London Children's Flower Society.</p> <p>Regular meetings arranged/ held to share good ideas/ practice.</p>	

Personal Development, Safety and Welfare (including safeguarding and SMSC)	Arrange for Yr 1 outdoor area raised bed to be mended and pond to be cleaned.	Summer Holiday 2018/ Autumn 2018	Geography/ Outdoor Environment Lead and Site Managers (Rob/ Steve)	Not Known	Safe environments	
Parent, Governor, Community Engagement	Encourage parental/ grandparent/ Governor involvement by holding a 'Dig for Rise Park' Day for redeveloping the Year 2 allotment area. Investigate if PTFA could offer any financial support.			Release from class for leading the day.	More easily accessible raised beds for children and staff – plot will be better maintained and used more frequently.	

Long Term Objectives:

2019 – 2020

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

2020 – 2021

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

RISE PARK INFANT/JUNIOR SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: Art

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	Monitor the progression of skills through a topic based curriculum and ensure all children are following the art curriculum	On going	Art Lead	Subject leader time X3 subject leadership sessions	Clear progression of skills evident across the year in children's practical work Progression of skills are followed Pupils write about their work and that of artists	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	Ensure work is differentiated appropriately to enable children to access the art activities and develop their knowledge and skills. Art club offered to year 1 pupils	On going	KP-Teacher Assistant mornings before school Club 6-8 week cycle	See above	Questioning enables children to reflect upon their work and improve Variety of medium is used Work displayed from art club –updated regularly	
More Able Provision	Progression of skills to be followed as part of the curriculum delivered to pupils. More able identified and invited to participate in competitions/projects Ensure work is differentiated appropriately to enable more able artists to extend their skills through the provision of challenging opportunities	On going	Art lead	£50 for materials such as acrylics and canvas boards	Pupils have worked on projects on a larger scale Extension activities are provided through observational drawing (for example). Develop pen and pencil skills-line, form and tone	
Leadership and Management	To purchase any new resources which may be required for the curriculum Liaise with DT and Music lead to plan an Arts and Cultural Week Communicate with parents/carers and staff	Termly Summer 2019	Art lead Creative Arts leads across the Academy	£1000	Resources are kept up to date and replenished Special requests taken into account	

	regarding events				Parents/carers and staff are clearly informed	
Cross-phase partnerships (RPAT)	<p>Arrange Arts and Cultural Week</p> <p>Arrange competitions across The Academy</p>	<p>Summer 2019</p> <p>1</p> <p>On-going. Aim for a termly competition</p>	Leaders of Creative Arts across the Academy	£150 for additional materials and frames to display work	<p>Increase of pupil morale</p> <p>Pupils are engaged in a rich and varied curriculum</p> <p>Success and achievement is celebrated</p>	
Personal Development, Safety and Welfare (including safeguarding and SMSC)	<p>Ensure all art materials are safe and appropriate to use</p> <p>All year groups to look at the work of various artists and to focus upon the appraisal of style and form, unique to each artist..</p> <p>Encourage children to reflect upon their own and others' work</p> <p>Collate pupils' views about art</p>	On going	<p>Art Lead</p> <p>Class Teachers</p>	See Outcomes for Pupils	<p>Opportunities provided for children to reflect on their own and others' work</p> <p>Encourage constructive evaluations</p> <p>Share outcomes of survey with staff</p>	
Parent, Governor, Community Engagement	<p>Invites to view work and engage with Display Night</p> <p>Judge competitions</p>	On going	Art Lead and Leaders of Creative Arts	See Leadership	<p>Increase of pupil morale</p> <p>Pupils are engaged in a rich and varied curriculum</p> <p>Success and achievement is celebrated</p>	

Long Term Objectives:

2019 – 2020

- Art work selected and framed in a gallery
- Creative workshops offered –children with parents/carers

2020 – 2021

- Artists to work with pupils on projects
- Enrich the curriculum by outside provider teaching art on a regular basis

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: DT/Food Technology

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	To monitor and evaluate the progression of skills across the key stage	Ongoing	DT Subject Leader	Planning Lesson observations Pupil design and evaluation sheets Products Portfolio of work ½ day supply cover (£70)	Children are able to apply their knowledge, understanding and skills to engage in the process of design and making, producing a product that reflects the expectations for each year group.	
	To audit and update resources for DT and Food Technology.	Termly	DT Subject Leader	Planning Curriculum maps Staff Meetings ½ day supply cover (£70) Resource costs ~£300	Planning Pupils are actively engaged in their learning, able to apply their knowledge, understanding and skills to design and make high quality products, using appropriate resources. Portfolio of work.	
	To update portfolio of work.	Ongoing	DT Subject leader Year group teams	Planning Work Books Record Sheets Displays Completed	Portfolio of work including photographs, children's designs, evaluations and	

				Products	where possible finished products.	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	To improve subject knowledge for teaching staff through appropriate resourcing.	Ongoing	DT Subject leader	Planning Literature or teacher packs Resource costs.	Staff will be able to deliver imaginative and engaging lessons, using relevant activities and resources.	
	To ensure age appropriate tools and equipment are accessible to each year group.	Termly	DT Subject leader	Planning Curriculum maps Resource costs	Completion of projects as shown by the portfolio of children's work.	
	To ensure any specific needs are met and appropriate resources are accessible.	Ongoing	DT subject leader Year group teams	Planning Curriculum maps Pupil provision information	Pupils are actively engaged in their learning, able to apply their knowledge, understanding and skills to design and make high quality products.	
More Able Provision	To organise a competition for children within the key stage, to design a product (theme to be decided).	Autumn Term Year 2 Spring Term Year 1 Summer	DT subject Leader Year group teams	Staff Meeting Half termly curriculum letter Resource cost Supply cover – ½ day termly for each year group £210	Pupils are actively engaged in their learning, researching, designing and producing a high quality product, in response to a real life	

		Term Reception			problem/challenge.	
Leadership and Management	To review D&T policy	Summer Term –July 2019	DT Subject leader	Updated policy	DT policy reviewed and updated.	
	To keep updated with new developments in DT and Food Technology	Ongoing	DT Subject Leader	Attend Subject Leader meetings.	Subject leader shares developments/updates in DT and Food Technology with staff.	
	To organise and carry out a DT/ART project with the pupils during Arts week.	Summer 2019	D&T/ Art Subject leader	Staff Meeting	Pupils will have the opportunity to develop their artistic and DT/Food Technology skills	
	To liaise with Music/PE/Art Subject leaders to organise events/workshops that will take place during the Arts week.	Summer 2019	Art/Music/PE/D&T Subject leaders		Pupils will have the opportunity to develop their artistic and physical skills and techniques	

Cross-phase partnerships (RPAT)	To organise a DT Day across the school. (Theme to be discussed with KS 2 subject leader)	Spring 2019	DT Subject leader in KS1 and KS2 Year group teams	Staff Meeting	Pupils will have the opportunity to work with different year groups e.g. Year 6/Reception to design and make a product based on a theme – to be decided.	
Personal Development, Safety and Welfare (including safeguarding and SMSC)	To ensure the development of personal/ social skills and behaviour in DT/Food Technology lessons.	Ongoing	DT Subject leader, Teaching Staff	Planning Lesson observations Design/Evaluation sheets	Children are able to discuss ideas, working safely, sensibly and cooperatively (partnered and group activities) to produce an end product. Photographs of children during design and making process.	
	To ensure that clips from the Internet (e.g. You Tube) are screened prior to class use.	Ongoing	DT Subject leader, Teaching Staff	Staff Meetings Planning	Children are able to develop their knowledge, understanding and skills using safe educational video clips.	
	To ensure that equipment used has undergone the necessary safety checks.	Spring 2019	DT Subject leader	PAT testing	Level of risk is minimal.	

Parent, Governor, Community Engagement	To keep the governors informed of changes in the planning and delivery of D&T.	Ongoing	DT subject leader	Planning	Governors have a clear understanding of how D&T and Food Technology is implemented within the curriculum.	
	To inform parents of the D&T curriculum, via half termly curriculum letters and meetings.	Ongoing	DT Subject leader Year group teams	Curriculum map Half termly curriculum letters	Is on-going parental support impacting on pupil learning?	

Long Term Objectives:

2019 – 2020

- To continue to review and update resources.
- To monitor the impact of DT Day on pupil learning and development of skills.
- To monitor the impact of DT competition on pupil learning and development of skills.

2020 – 2021

- To review DT policy
- To continue to review and update resources.

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: Music

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	<p>To audit the use of Music in FS within the Creative Curriculum and within the Music scheme.</p> <p>To audit the use of Music in KS1 within the Creative Curriculum and within the Music scheme.</p>	Spring 2019	<p>Music subject leader</p> <p>Early Years leader</p> <p>CC leader</p> <p>All Staff</p>	Monitoring, planning, lesson observations, pupil interviews	The Music scheme is being used effectively. Music is being used effectively and supporting learning in the Creative Curriculum.	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	<p>To assess pupils' Music skills especially particular groups of children within each class.</p> <p>To set up an area on the school shared network for recordings and for storing pupils' work.</p> <p>To identify vulnerable children, etc., and barriers to learning are identified and reduced.</p> <p>To book high quality Music workshop days in conjunction with the Junior School where all children can participate and achieve.</p>	<p>Half termly</p> <p>Autumn 2018 and ongoing</p> <p>Arts Week 2019</p>	<p>Music subject leader</p> <p>Music subject leader</p> <p>ICT subject leader</p> <p>Music subject leader</p>	<p>Monitoring, planning, lesson observations, pupil interviews</p> <p>Supply cover to set up class portfolios and ensure staff are able to access them easily.</p> <p>Planning and monitoring.</p> <p>£800</p>	<p>New assessments are being used to provide information to move pupils' progress forward.</p> <p>Pupils' work is being stored effectively to show continuity and progression.</p> <p>Barriers to learning are reduced/eradicated allowing progress and achievement to be made by all children.</p>	
More Able Provision	<p>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.</p> <p>To give children an opportunity to share their</p>	<p>Termly</p> <p>Weekly</p>	<p>Music subject leaders in both schools</p> <p>Music subject leader</p>	<p>Assemblies</p> <p>Singing Assemblies</p>	<p>Children learn about other instruments that they might play inside or outside school.</p> <p>Children share their songs</p>	

	singing with others.				they have practised with others.	
Leadership and Management	To support Staff with the continued implementation of the Music Scheme "Charanga".	Autumn 2018 and ongoing	Music subject leader	Staff meetings	Staff are confident with the "Charanga" Music scheme.	
	To support Staff with the use and assessment of Music using the new assessment system in "Charanga"	Autumn 2018 and ongoing	Music subject leader CC leader	Supply cover to set up new assessments as part of the "Charanga" scheme. Staff meetings, monitoring.	Staff are confident with assessing children in Music.	
	To support Staff with use of school network for pupils' recordings and work.	Autumn 2018 and ongoing	Music subject leader Computing subject leader	Staff meetings, monitoring	Staff are able to store children's work in school network.	
Cross-phase partnerships (RPAT)	To book high quality Music workshop days in conjunction with the Junior School where all children can participate and achieve.	Arts Week 2019	Music subject leaders in both schools	£800	Barriers to learning are reduced/eradicated allowing progress and achievement to be made by all children.	
	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	Assemblies	Children learn about other instruments that they might play inside or outside school	
Personal Development, Safety and Welfare (including safeguarding and SMSC)	To replace old/damaged instruments where necessary. Purchase and organise new instruments and CDs in line with the Creative Curriculum, for the Early Years Unit and for Special Assemblies throughout the year.	Autumn 2018 and ongoing	Music subject leader	Musical instrument and CD audit. £500	Instruments and CDs are in good condition and safe enabling children to learn effectively.	

Parent, Governor, Community Engagement	To keep Governors and parents up to date with current Music provision in line with the Creative Curriculum.	Autumn 2018 and ongoing	Music subject leader CC leader	Governors' meetings Curriculum meetings	Governors and parents aware of current Music provision.	
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Long Term Objectives:

2019 – 2020

- To continue using the Music Scheme, "Charanga", in line with the Junior School.
- To ensure all children, including the Early Years Unit, have ready access to tuned and untuned percussion instruments including multicultural instruments.
- To continue reviewing and resourcing instruments, CDs and song books particularly for Special Assemblies throughout the year.
- To ensure there are professional, high quality music performances during the year accessible by all children.
- To ensure there are some Assemblies, participation and performances through the year held jointly with the Junior School.

2020 – 2021

- To continue using the Music Scheme, "Charanga", in line with the Junior School.
- To ensure all children, including the Early Years Unit, have ready access to tuned and untuned percussion instruments including multicultural instruments.
- To continue reviewing and resourcing instruments, CDs and song books particularly for Special Assemblies throughout the year.
- To ensure there are professional, high quality music performances during the year accessible by all children.
- To ensure there are some Assemblies, participation and performances through the year held jointly with the Junior School.

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: PHSE

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	To ensure that the children are gaining and building on existing skills necessary to achieve and progress in the areas covered in PSHE teaching.	On going 1	PSHE subject leader	-----	The children will have the necessary skills in order to achieve and progress in their life, overcoming difficult situations.	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	Ensure lessons are planned so any partner or group activities are mixed ability groups. Recording of topics are differentiated where possible or creative.	On going 2	PSHE subject leader and all class teacher	Release time to book look and oversee planning. 1 day	Lessons will be taught in mixed ability groups encouraging children to work alongside their peers who may have a learning disability.	
	To increase lunchtime activities to develop physical health – athletics club	On going 2	PSHE subject leader	£700 to replace any equipment broken and items needed to be restocked. Bu more construction toys for lunchtime play.	Resources will be available to develop the outside area and lunchtime clubs, reducing unwanted behaviour.	
More Able Provision	More able Year 2 children will be selected in to co-ordinate group games at lunch times with other children. More able children in Year 1 will work along Year 2 children as mini	Summer term 4 Summer term 4	Mrs. Curwood and lunchtime staff	-----	Children's natural, group or 1:1 organisation and inter personal skills will be developed.	

	MDA's. (Handover)					
Leadership and Management	<p>To ensure all clubs and pupil roles are being carried out as outlined in the Bronze Healthy School Award.</p> <p>To meet regularly with Mrs. Curwood to check for any problems or future plans.</p>	On going 2	<p>PSHE subject leader</p> <p>PSHE subject leader, Mrs. Curwood</p>	<p>-----</p> <p>-----</p>	<p>Lunchtime clubs, Mini MDA's, YR2 playground leaders, are in place and being carried out successfully.</p> <p>All staff are happy with current and any future plans involving clubs and lunchtimes.</p>	
Cross-phase partnerships (RPAT)	Year 6 children come and help organise/run the lunchtime activity clubs in the infants.	On going 1	Mrs. Curwood	-----	Children's natural, group or 1:1 organisation and inter personal skills will be developed.	
Personal Development, Safety and Welfare (including safeguarding and SMSC)	<p>To view beforehand any YouTube material before class use- this is online with the school policy.</p> <p>Internet safety day...to ensure that that this is included in ICT lessons.</p>	<p>On going 1</p> <p>Half termly 2</p>	<p>All class teachers</p> <p>All class teachers</p>	<p>-----</p> <p>-----</p>	<p>Children have access to You Tube clips that have been viewed by an adult and are secure.</p> <p>Children are aware of the dangers when using social media sites.</p>	

Parent, Governor, Community Engagement	Parents are informed half termly by the year group teacher, what is being taught for PSHE that term.	Half termly 2	Year group leader	-----	Parents are informed and aware of topics being taught.	
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Long Term Objectives:

2019 – 2020

- Continue to monitor the LCP scheme of work and SEAL programme.
- **Continue to monitor lunchtime activities**

2020 – 2021

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

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: SMSC

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	English/ Foundation Plans show clear and detailed SMSC links using prompt lists for objectives where appropriate. (Appendix A Promoting SMSC and appendix B Havering Education services SMSC audit)	Termly/ 3	Subject leader, all staff	Termly Subject Leader Time	Subject leader to monitor planning termly: Literacy and Foundation plans clearly show links to the separate areas of SMSC where possible.	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	To improve the children's ecological awareness and provide opportunities for volunteering.	Autumn term 2018 / 1	Subject Leader/ Mrs Etheridge	£30 for badges	Set up an Eco Warriors group - look into other ways we can help the environment within school.	
	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.	On-going	HT/DHT/RE leader/ Class teachers	N/A	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 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.	On-going	Class teachers/ Teaching assistants/Volunteer Parent/External Providers	N/A	Extra-curricular opportunities cater for the holistic development of every child.	
	British values to be evident within planning, assemblies and other areas of school life, including classroom displays.	Ongoing	HT/DHT/SMSC / RE / PSHE Leader/ Class Teachers/ Mid-day assistants/ other stakeholders within the school	N/A	All stakeholders will demonstrate British values within school.	
	To continue to update the provision of SMSC		DHT/SMSC / PSHE / RE Leader/ Class teachers			

	Audit Document throughout the school and maintain the SMSC/ British Values/ School Council displays and evidence portfolios.	Termly / 3	SMSC Leader/ Class teachers	Ensure Staff Meeting time allowed for staff to complete audit sheets together. General resource cost for display materials Termly Subject Leader Time	SMSC is evident in all areas of school life and its community.	
More Able Provision	School Council - continue to elect Councillors and hold half-termly meetings.	Autumn Term / 1	Subject Leader	None	Half termly meetings will be held to discuss important issues within school; meetings will follow Class Circle Time discussions.	
	Lunchtime Philosophy Club selected Yr 2 Higher Achievers	Spring Term / 2	Subject Leader	None	Weekly lunchtime discussion club to be held. Links with another school will be made - reciprocal visits occur.	
	Look into Councillors visiting other schools to widen their knowledge/ understanding of different socio-economic backgrounds	Spring Term 2019/ 2	Subject Leader/ DHT	Transport costs	School Councillors will meet up with children from another school.	
Leadership and Management	Review SMSC Policy	Summer Term 2019 / 3	Subject Leader	None	Updated SMSC Policy	
	Ensure links with PSHE/ RE/ School Council/ SENCO/ Midday leaders and other relevant members of staff are maintained regarding SMSC so that provision continues.	Ongoing	HT/DHT/SMSC / RE / PSHE Leader/ Class Teachers/ Mid-day assistants/ other stakeholders within the school	N/A	Evidence of SMSC throughout the school.	

Cross-phase partnerships (RPAT)	Continue links across Rise Park Infant and Junior Schools, as part of the Rise Park Academy Trust, to ensure continued shared resources and working patterns, smooth transition, economies of scale and improved communication channels within the wider school community.	Ongoing	SMSC leaders	N/A	Termly meeting held between SMSC leaders.	
	Hold joint School Council meeting.	End of Summer term 2019 / 4	SMSC Lead/ KS2 DHT		Joint School Council meeting held to review achievements for the year.	
	Arrange a visit to the Mayor – with School Councils for KS1 and KS2.	Autumn 2 nd half term 2018 / 2	SMSC Lead/ KS2 DHT	Transport costs	School Council to have met with Mayor.	
Personal Development, Safety and Welfare (including safeguarding and SMSC)	School Council / Class Circle Times to consider and discuss these areas as part of regular half-termly meetings eg what can we do in school to stay safe/ healthy etc. also link with PE Lead re. Healthy School Initiatives.	Autumn Term / 1	SMSC lead/ class teachers	N/A	Regular half termly circle times/ meetings held for discussions.	
	Arrange for the 'Road-Wise Rangers' show to visit school.		SMSC lead – liaise with DHT/ LB Havering	Free	All children will be made aware of how to stay safe crossing the road.	
	Arrange for Year 2 children to take part in 'Bikeability' training.		SMSC lead – liaise with DHT/ LB Havering	Free	Year 2 children will be aware of cycling / scooting in a responsible/ safe manner.	
Parent, Governor, Community Engagement	To encourage a wider range of visitors such as police/ fire service/ gardening support and other volunteers to come to school to encourage creativity/ support curriculum/ learning/ reading support – in particular invite grandparents to be more involved as volunteers.	Autumn term 2018 / 1	Subject Leader/Year Group Leaders/ Class Teachers	N/A	Children will benefit from first-hand experience/ knowledge given by volunteers.	

Long Term Objectives:

2019 – 2020

- Links with a third school within the surrounding locality to offer fresh opportunities for growth and to share best practice, enjoying symbiotic, professional development.
- If Philosophy Club is successful look into staff training with a view to include this for all children in KS1.

2020 – 2021

- Look into links with a school in another country.

RISE PARK ACADEMY TRUST IMPROVEMENT PLAN 2018 - 2019

Area: Physical Education (KS1 and KS2)

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	<p>To continue to develop the role of P.E. leader across the schools in order to raise standards in all aspects of P.E.</p> <p>To monitor schemes of work and assessment sheets to ensure continuity/progression across the key stages.</p>	<p>On-going (1)</p> <p>½ termly (2)</p>	<p>P.E. subject leaders. All staff.</p> <p>P.E. subject leaders</p>		<p>P.E. policy is reviewed to ensure all aspects of the P.E. curriculum are reflected.</p> <p>Termly feedback – assessment from teaching staff/premier sport (KS2) ensures student progression.</p>	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	<p>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.</p> <p>Organise an apparatus inset to ensure safe handling for staff and children.</p>	<p>Summer term (4)</p> <p>Ongoing (1)</p> <p>Autumn term/ Ongoing (1)</p>	<p>P.E. Subject leaders.</p> <p>KS2 Mrs Robinson (PIP leader) PIPs KS1 Mrs Curwood with Year 5/6 pupils Mrs Dorrington</p>	£300 swimming £500 per school (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.	
More Able Provision	<p>KS1 summer 2 – 6 week block of mixed PE sessions, after school (invite only) KS2 ensure that children who display a natural talent for a sport are chosen to attend external competitions.</p>	<p>Summer term (4)</p> <p>Ongoing (1)</p>	<p>KS1 subject leader</p> <p>KS2 subject leader</p>		More able children have been recognised and chosen to participate in a selective group, in order to focus on extending their abilities.	

Leadership and Management	To continue to support staff with scheme of work.(KS1 & KS2) Review success of team competitive sports day. (KS1 & 2) KS2 Continue with sports crew facilitating intra-school competition, across houses/year groups. KS1 & KS2) Continue to participate in inter-school activities run by the Sports Collective.	Ongoing (1)	P.E. Subject leaders Sports Crew P.E. Subject leaders	½ day release time to meet with KS1 subject leader.	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	
Cross-phase partnerships (RPAT)	Links with KS1 and KS2 – a sporting activity morning to be held with Yr2 and Yr5.	Summer term (4)	KS2 and KS1 P.E. subject leaders		A sports morning is arranged with KS1. Sports Crew/House Captains to organise and run this event. Attend Collective Sports Days (CPD)	
Personal Development, Safety and Welfare (including safeguarding and SMSC)	All children to participate in indoor and outdoor P.E. KS1 & KS2 Every child to be surveyed to ascertain those who require physical motivation. New 'Sports crew' set up to organise intra school activities. (KS2) A new Change4life club to be set up, targeting least active children in year 3. (KS2)	Ongoing (1) Autumn (1) Spring and summer term (3) Spring (3)	P.E. subject leaders P.E. subject leaders P.E. subject leader House Captains Mr James		Regular feedback from staff. Use 'Why Missing P.E.' sheets which are handed to P.E. subject leader, in order to monitor participation.(KS2) Pupil participation survey is used to select children for Change4life club (KS2) and lunchtime club for KS1.	

	Extra swimming lessons for non-swimmers across KS2.	Autumn and summer term	Professional swimming coach P.E. subject leader		Children achieve statutory requirements to be able to swim 25m, by end of KS2	
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.	Spring (3) Termly (1) KS2 ½ termly KS1 (1)	PE Subject Leaders Year Group Leaders		All parties involved with PE are working together and have knowledge of current events across the Academy.	

Long Term Objectives:

2019 – 2020

- Continue to develop intra sporting activities across the key stages (Sports Relief Day)
- Continue to monitor children's participation of physical activity, using pupil participation survey/teacher assessment.
- Review the progress of the all-weather facility.

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.

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: Religious Education

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	To ensure that Religious Education is being taught consistently across phases/ year groups to enable children to have access to a broad and balanced curriculum, whilst developing their moral and spiritual understanding.	On-going	Subject Leader Year Group Leaders All teachers	New Scheme of work PlanBee is being purchased at a cost of £118 for KS1 which provides resources, planning and assessment materials. Staff Meeting Time/ time to prepare folders with new scheme of work.	Children are interested when learning about Religious Education and teachers are able to plan and teach RE more effectively and efficiently due to the engaging resources and scheme. Planning should be monitored to ensure it is being adapted for specific pupil needs.	
	Book looks to be completed to monitor how children are being taught Religious Education and are recording this in books.	Termly	Subject Leader	Subject leader time	Books show a range of learning that demonstrates children's knowledge and engagement in the subject.	
	Display has been put up in the Infant hall to be updated monthly reflecting the religious celebrations of that month to encourage pupils to be aware of the celebrations of their own and other cultures.	Monthly	Subject Leader	Subject leader time	Children take an interest in the displays and their knowledge of the celebrations of faiths develops.	
	To liaise with the local church to monitor how they can support us further or offer guidance, perhaps, links to other local faith leaders to visit school.	On-going (Meeting scheduled for Wed 16 th May @3.45pm)	Subject Leader	Subject leader time	School maintains and continues to build strong links within the community.	

Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	Teaching to be monitored to support staff with the new scheme and ensure quality RE teaching across the school. Involving the church/ religious leaders/ 'experts' in teaching specialist lessons to support religious education teaching across the school.	Termly	Subject Leader Year Group Leaders All teachers	New Scheme of work PlanBee is being purchased at a cost of £118 for KS1 which provides resources, planning and assessment materials. Staff Meeting Time Staff Meeting Time	New planning scheme PlanBee supports staff to plan and deliver interactive and engaging lessons and stimulate pupil interest in RE.	
	Encourage Religious Education to be taught cross-curricularly and recorded in lessons, such as, English, to strengthen links for children and create a wide range of opportunities to write. (Recently seen during Year 2 Havering moderation).	Termly (to be discussed as school/ deputy)	Subject Leader Year Group Leaders All teachers		Books show a deeper learning about the subject and children begin to make cross-curricular links.	
	Monitor the learning and work of SEND/ PP/ disadvantaged pupils in RE to ensure they are accessing the curriculum as fully as possible at a level suitable to their needs and provide support where needed.	Termly	Subject Leader Year Group Leaders SENCO All teachers	Subject leader time	Differentiation is evident through planning and book looks.	
More Able Provision	More able children are encouraged to think more deeply about RE through questioning, making comparisons between faiths/ religions.	Termly	Subject Leader Year Group Leaders All teachers	Subject leader time	Differentiation is evident through planning and book looks. Is there evidence of higher order thinking and philosophical thinking in the books/ learning of more able pupils?	
	Investigate the use of philosophical or higher order questioning across the teaching of RE in the school. Possibly look at Philosophy for Children Training.	(to be discussed as school/ deputy)				
Leadership and Management	Support all staff to become familiar with PlanBee scheme and provide support if needed. Provide all teachers with access to the online resources and hardcopies.	On-going	Subject Leader Year Group Leaders All teachers	Staff Meeting Time/ Subject leader time	RE is taught consistently well across the school. Teachers show confidence when teaching RE and the learning and work produced by children is of a high quality.	

Cross-phase partnerships (RPAT)	Use of new scheme to be trialled and then reviewed in the Infants and then discussed with Juniors if they wish to adopt the scheme. Discussion with KS2 RE lead and church how the school can be supported by church in the teaching of RE.	Termly	Deputy RE Leader KS2/ KS1 To be discussed as school	Staff Meeting Time/ Subject leader time	Links between Infants/ Juniors are strong and children's progression in RE is reflected across both schools.	
Personal Development, Safety and Welfare (including safeguarding and SMSC)	Attend any relevant training to support teaching of RE in the school. Monitor the effect of the new scheme of work in the quality of RE teaching.	On-going	Subject Leader	Staff Meeting Time/ Subject leader time	RE is taught consistently well across the school. Teachers show confidence when teaching RE and the learning and work produced by children is of a high quality.	
Parent, Governor, Community Engagement	To make/ continue contact with parents who may wish to visit school to share their own examples of faith and celebrations. Investigate possibility of classes bringing in examples of celebrations they have shared at home e.g. Christenings, weddings, Diwali to create a shared display, etc. To discuss visits to the church with Year group leaders and church leaders as well as church visiting school to support/ deliver key lessons with 'expert' knowledge.	On-going	Subject Leader Deputy Head Parents/ Carers	Subject leader time	School maintains and continues to build strong links within the community. Children's appreciation of the links between school and home deepens.	

Long Term Objectives:

2019 – 2020

- Improve links between the school and the local church by visits, special events and 'expert' lessons during the year.
- Make links between Philosophy and RE to deepen children's higher order thinking skills.
- Monitor the impact of PlanBee scheme of work upon pupils learning.

2020 – 2021

- Establish a 'bank' of parents/ carers/ visitors from the local community who can discuss faith and celebrations with pupils.
- Continue to organise events through the year to celebrate/ learn about different festivals/ faiths.
- Renew any necessary physical resources.

RISE PARK INFANT SCHOOL IMPROVEMENT PLAN 2018 - 2019

Area: Assessment

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	Continue to hold pupil progress meetings each term with class teachers and the English/ Maths Leader. Milestones of at least 6 pupils will be moderated.	1	English/ Maths Leader/ SENCO	Supply Teacher (See English for budget)	Termly pupil progress meetings continue to be embedded into yearly practice and inform the SLT of the performance of different groups/ cohorts across the school.	
	Levels submitted to Assessment Leader and English/ Maths Leader every term (Dates to be given to teachers). Data inputted into tracking system termly and analysed.	1	English/ Maths Leader, Assessment Leader	Tracking Sheets SIMs Assessment 3 days' supply (£600)	Pupil attainment milestones are submitted using agreed tracking grids half termly and input onto SIMs termly.	
	Ensure high expectations of children's end of year milestones are set and these are in line with the new assessment system.	1	English/ Maths Leader, Assessment Leader	Tracking Pupil Progress grids	Teachers set high expectations of pupil's progress to be made throughout the academic year and this is consistent across the year group. High expectations are set of pupil's progress. At least 85% make expected progress (1 point per term) and 20 % make accelerated progress.	
	Set target with teachers that 85% of pupils make expected progress across the year (3 points) and 20% make accelerated progress in reading, writing and maths.	1	English/ Maths Leader, Assessment Leader, SENCo	Tracking Pupil Progress grids	The progress of all children in every year group is monitored against their baseline milestone. Pupils who are not making required progress are identified and interventions put in place.	
	Track the progress and attainment of groups of children, including Vulnerable Pupils, Pupil Premium, Non Pupil Premium, More Able, Boys/ Girls, SEN, EAL and White British Boys for reading, writing and maths.	1	English/ Maths Leader, SENCo	New SIMs assessment marksheets		
	Monitor the impact of interventions. Review groups/ interventions where necessary.	2	English/ Maths Leaders	Feedback from TAs/ class teachers, Assessment data and analysis, intervention observations		

	Continue to monitor the use of the tracking pupil progress sheets for the new national curriculum/ assessment (reading, writing and maths) and ensure teachers are confident in using these to reach an accurate milestone for each child.	2		Tracking pupil progress sheets Discussion with teachers	Reading/ Writing and Maths interventions are taking place and are provided to targeted individuals/ groups in every year group. The impact of these are monitored termly and reviewed where necessary. The new pupil progress sheets are used to monitor the attainment and progress of children in reading, writing and maths. Highlighting reflects milestones awarded.	
Teaching, Learning and Assessment (including SEND, PP and disadvantaged groups)	Specific groups to be tracked and identified within assessment systems and actions identified for specific staff e.g. class teachers, SENCo. Interventions are regularly monitored for their effectiveness and impact upon pupil progress and the groups are reviewed termly.	1 2	Class teachers, SENCo, Assessment Leader Assessment Leader/ SENCo	Tracking Sheets, SIMs Assessment Manager, provision plans Tracking Sheets, SIMs Assessment Manager, provision plans	Specific group analysis is undertaken, lead members of staff informed of progress/ barriers to learning and associated support required. Interventions are monitored by the Assessment Leader/ SENCo and termly reports presented to governors on the evidence of their impact/ funding.	
More Able Provision	Monitor more able progress through data analysis. Subject leaders to include more able focus as part of the moderation process.	2	Assessment Leader/ Subject Leaders	Sims analysis Moderation	More able pupils making clear progress with some evidence of accelerated progress..	

Leadership and Management	Monitoring cycle can be sustained across the year for observations, book looks, surveys etc.	1	SLT/ Subject Leaders/ DHT	Monitoring cycle cover for observations, pupil progress reviews etc.	All termly monitoring is undertaken by distributed leadership team/ subject leaders and outcomes communicated to all relevant stakeholders.	
	Close liaison with Junior Assessment Leader to ensure consistency across key stages.	3	Infant/ Junior Assessment Leaders	Meeting time	Assessment Leaders to work closely together to look at data across the key stages and use the same tracking systems to monitor and analyse data. Assessment system updated and linked to target setting in books	
	Review new teacher assessments and link closely to target setting	3	Assessment Leaders/ Senior teachers to form an assessment working party	Supply teacher – 1 day £200		
Cross-phase partnerships (RPAT)	Assessment Leaders across the trust to review and update assessment sheets if necessary.	3	Assessment Leaders	Meeting	Target sheets up to date and any inconsistencies addressed.	
Personal Development, Safety and Welfare (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.	1	Assessment Leader/ SENCo	Provision Plans, assessment data	Vulnerable pupils' needs are analysed half termly and any interventions required are provided.	
	Case studies to be kept by class teachers of all vulnerable pupils, which are to include ongoing assessments, IPPs, logs of meetings etc.	1	Class teachers/ SENCo	Folders/ documents for each child	Case studies ensure that an up-to-date profile of each child is maintained..	
Parent, Governor, Community Engagement	Data to be analysed and reports produced to share with staff, governors and directors in order to assess impact and identify actions to narrow gaps.	2	Assessment Leader	Data reports	Data is analysed and reports produced and distributed to key stakeholders.	

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Long Term Objectives:

2019 – 2020

- Review assessment systems
- Ongoing moderation and development of portfolio's

2020 – 2021

- Assessment across the curriculum

RISE PARK ACADEMY TRUST – SCHOOL IMPROVEMENT PLAN 2018-2019

Area: Governance

SEF heading	Strategic Planning Area	Timescale	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Outcomes for Pupils	Develop a termly overview of visits to coincide with the report schedule currently in place. This may be 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	October 2018	Chair of Governors/ Headteacher	Supply cost	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)	
	Collect pupil's opinions through pupil voice questionnaires and meetings.	Yearly	All governors	Use of room Questionnaires	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.	Ongoing	All governors	Supply staff	Governors will be present and visible at important school events such sports day, assemblies etc...	
	Governors to form a working party to focus on raising the attainment across the school in reading.	September 2018	All governors		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 2018	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 2018 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 have a secure plan for visits and reports.