

# MOSELEY

CHURCH OF ENGLAND  
PRIMARY SCHOOL



## SCHOOL IMPROVEMENT PLAN

2018~2019

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## **Context of the Plan**

This plan seeks to celebrate recent achievements as well as to set out the priorities of the school for the future.

The S.I.P. is a key strategy for school improvement and in line with our Mission Statement the overriding aim is to raise standards by focusing more clearly on the school's strengths and areas for development. Through systematic monitoring the school will ensure that agreed processes are implemented as intended, amend action plans as necessary and develop an evidence base for evaluation. Evaluation will be built into school improvement planning and target setting on a three-year cycle. A rolling three-year needs analysis will be maintained and a twelve-month detailed action plan will be produced each year. This will enable us to identify priorities for the achievement of targets, particularly in relation to learning objectives and teaching and learning strategies.

All aspects of the school's work contribute to the quality of education but certain aspects have a more direct causal link with student achievement. Consequently, some aspects such as teaching, student response, attainment and progress will be monitored on an on-going basis. Others will be reviewed less frequently. This will be clear from the timetabled programme for monitoring and evaluation.

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## **Mission Statement**

Our successful Christian school offers a wide range of exciting and educational opportunities to enhance skills, talents and creativity. The school community appreciates and accepts others, and celebrates the achievements of all. We have supportive and trusting relationships with God and all his children. As a result, we take responsibility and welcome absolutely everyone into a caring and safe environment, where we are all guided to work together.

## **Aims of the School**

At Moseley C of E Primary School, we want ALL of our children to:

- Have an enthusiasm and thirst for learning
- Have confidence to be themselves and consistently aim high to challenge their potential;
- Have an awareness for the world beyond their own – have respect and understanding of others with circumstances different to their own;
- Explore all opportunities provided to discover their talents and abilities;
- To be kind and respectful members of their community;
- Have embedded morals;
- Have fun, good memories of their school life;
- Be inspirational role models.

(Written collaboratively by the staff, pupils and parents of Moseley C of E Primary School in September 2016)

**STAFF RESPONSIBILITIES AND YEAR GROUPS 2018~2019**

**SENIOR LEADERSHIP TEAM**

<b>Name:</b>	<b>Role:</b>	<b>Roles and Responsibilities:</b>
<b>Mrs Victoria Sumner</b>	<b>Head Teacher</b>	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Co-ordinator (DSL)</li> <li>• Performance Management Leader (SLT)</li> <li>• Pupil Progress meetings</li> <li>• Governor (&amp; associated tasks)</li> <li>• Staffing / Staff Recruitment/ induction</li> <li>• WELL BEING of pupils (inc. Big Happiness Project)</li> <li>• WELL BEING (STAFF)</li> <li>• SEF (&amp; SIAMS)</li> <li>• School Improvement Plan</li> <li>• HT Report</li> <li>• SMSC/British Values Co-ordinator</li> <li>• CPTSA/BEP links</li> <li>• Staff Administrator (weekly)</li> <li>• Pupil premium strategy</li> <li>• Head Boy and Head Girl</li> <li>• PIP agendas</li> <li>• Celebration Assemblies</li> <li>• HT newsletters</li> <li>• INSET</li> <li>• Admissions and appeals</li> <li>• S175</li> <li>• Pupil transition and induction (inc YR)</li> <li>• PUPIL VOICE – Head Boy and Girl</li> <li>• Intervention groups - KS2</li> </ul>
<b>Miss C Edwards</b>	<b>Deputy Head Teacher</b>	<ul style="list-style-type: none"> <li>• Year 6 class teacher</li> <li>• Deputy DSL</li> <li>• Standards leader EYFS – Year 6</li> <li>• Assessment, tracking and whole</li> </ul>

		<ul style="list-style-type: none"> <li>school data</li> <li>• SEF (&amp; SIAMS)</li> <li>• Behaviour Co-ordinator</li> <li>• SIAMS SEF / SEF</li> <li>• Pupil Progress meetings</li> <li>• Performance Management Leader (all KS1 and 2 teaching staff)</li> </ul>
<b>Mrs E Treacher</b>	<b>School Business Manager</b>	<ul style="list-style-type: none"> <li>• The provision of full support to the Headteacher to ensure the effective leadership, management and administration of the school with specific responsibility for facilities, Health and Safety, the MIS and ICT infrastructure, Risk Management, Financial Management and the management of non-class based school support staff (BSM, Clerical, Lunchtime Supervisors and Little Acorns)</li> </ul>

### **SENIOR MANAGEMENT TEAM**

<b>Name:</b>	<b>Role:</b>	<b>Roles and Responsibilities:</b>
<b>Mr A Sahed</b>	<b>Computing / History lead GDPR School lead</b>	<ul style="list-style-type: none"> <li>• Liaise with the DPO to ensure school is fully compliant with the GDPR.</li> <li>• History Co-ordinator / Community and Culture Week (SIP, History budget, Action Plans, Monitoring, Staff training)</li> <li>• Computing Co-ordinator including Website and E-Safety (SIP, Computing budget, Action Plans, Monitoring, Staff training, Parent workshops, E-Safety day)</li> </ul>
<b>Miss H Rogerson</b>	<b>Science and PSHE Coordinator / Work Experience lead</b>	<ul style="list-style-type: none"> <li>• Work experience manager/mentor</li> <li>• KS1 TLA Performance Manager</li> </ul>

		<ul style="list-style-type: none"> <li>• Science Co-ordinator / Science Week (SIP, Science Data Analysis, Science budget, Action Plans, Moderation, Monitoring, Staff training)</li> <li>• PSHE/JIGSAW Co-ordinator (including Anti-Bullying Council / Worry Box / Play Leaders)</li> </ul>
<b>Mrs C Mandell</b>	<b>Creative Arts Coordinator School Council</b>	<ul style="list-style-type: none"> <li>• EYFS staff Performance Manager</li> <li>• Creative Arts Co-ordinator – Music, Art and DT (SIP, Music budget, Action Plans, Monitoring, staff training, peri music concert, summer gala, Monday Hymn practice lead, Creative Arts Week)</li> <li>• School Council</li> </ul>
<b>Mrs A Perry</b>	<b>TLR English and Maths</b>	<ul style="list-style-type: none"> <li>• Maths Co-ordinator (SIP, Data Analysis, SAT's Analysis, Maths budget, Action Plans, Moderation, Monitoring, Staff training)</li> <li>• English Co-ordinator (SIP, Data Analysis, SAT's Analysis, English budget, Action Plans, Moderation, Monitoring, Staff training)</li> <li>• Attendance at C and S Committee meetings</li> <li>• Educational Visits Co-ordinator</li> <li>• Schools direct mentor</li> <li>• Performance Manager KS2 TLAs</li> </ul>

### **EYFS AND KEY STAGE 1**

<b>Name:</b>	<b>Role:</b>	<b>Roles and Responsibilities:</b>
<b>Miss Fiona Barker</b>	<b>Year R Class teacher</b>	<ul style="list-style-type: none"> <li>• Foundation Stage Profile/Assessment</li> <li>• RE Co-ordinator (SIP, RE budget, Action Plans, Moderation, Monitoring,</li> </ul>

		Staff training) <ul style="list-style-type: none"> <li>• SIAMS</li> </ul>
<b>Mrs Chloe Mandell</b>	<b>Year 1 Class teacher (SMT)</b>	<ul style="list-style-type: none"> <li>• EYFS staff Performance Manager</li> <li>• Creative Arts Co-ordinator – Music, Art and DT (SIP, Music budget, Action Plans, Monitoring, staff training, per music concert, summer gala, Monday Hymn practice lead, Creative Arts Week)</li> <li>• School Council</li> </ul>
<b>Miss Helen Rogerson</b>	<b>Year 2 Class teacher (SMT)</b>	<ul style="list-style-type: none"> <li>• Work experience manager/mentor</li> <li>• KS1 TLA Performance Manager</li> <li>• Science Co-ordinator / Science Week (SIP, Science Data Analysis, Science budget, Action Plans, Moderation, Monitoring, Staff training)</li> <li>• PSHE/JIGSAW Co-ordinator (including Anti-Bullying Council / Worry Box / Play Leaders)</li> </ul>
<b>Miss S Ellis (x2days Monday-Tuesday)</b> <b>Mrs H Mirza (x3 days Wednesday-Friday)</b>	<b>YR TLA</b>	<ul style="list-style-type: none"> <li>• EYFS Teaching and Learning Assistant, Group interventions, Nursery transition</li> </ul>
<b>Mrs A Jay</b>	<b>Y1 and 2 TLA</b>	<ul style="list-style-type: none"> <li>• KS1 Teaching and Learning Assistant, KS1 Group interventions, Library, support for 1 EHC pupil (as required)</li> </ul>

## KEY STAGE 2

<b>Name:</b>	<b>Role:</b>	<b>Roles and Responsibilities:</b>
<b>Mrs A Perry</b>	<b>Year 3 Class teacher (SMT)</b>	<ul style="list-style-type: none"> <li>• Maths Co-ordinator (SIP, Data Analysis, SAT's Analysis, Maths budget, Action Plans, Moderation, Monitoring, Staff training)</li> <li>• English Co-ordinator (SIP, Data Analysis, SAT's Analysis, English budget, Action Plans, Moderation, Monitoring, Staff training)</li> </ul>

		<ul style="list-style-type: none"> <li>• Attendance at C and S Committee meetings</li> <li>• Educational Visits Co-ordinator</li> <li>• Schools direct mentor</li> <li>• Performance Manager KS2 TLAs</li> </ul>
<b>Mr J Boulton</b>	<b>Year 4 Class teacher</b>	<ul style="list-style-type: none"> <li>• PE Coordinator (SIP, Data Analysis, PE Premium budget, Action Plans, Moderation, Monitoring, Action Planning, Staff training)</li> <li>• Sports Clubs and fixtures</li> <li>• Bishop Challenor links</li> </ul>
<b>Mr A Sahed</b>	<b>Year 5 Class teacher</b>	<ul style="list-style-type: none"> <li>• Liaise with the DPO to ensure school is fully compliant with the GDPR.</li> <li>• History Co-ordinator / Community and Culture Week (SIP, History budget, Action Plans, Monitoring, Staff training)</li> <li>• Computing Co-ordinator including Website and E-Safety (SIP, Computing budget, Action Plans, Monitoring, Staff training, Parent workshops, E-Safety day)</li> </ul>
<b>Miss C Edwards</b>	<b>DHT / Year 6 Class teacher</b>	<ul style="list-style-type: none"> <li>• Year 6 class teacher</li> <li>• Deputy DSL</li> <li>• Standards leader EYFS – Year 6</li> <li>• Assessment, tracking and whole school data</li> <li>• SEF (&amp; SIAMS)</li> <li>• Behaviour Co-ordinator</li> <li>• SIAMS SEF / SEF</li> <li>• Pupil Progress meetings</li> <li>• Performance Management Leader (all KS1 and 2 teaching staff)</li> </ul>
<b>Mrs A Harris</b>	<b>Y3 and 4 TLA</b>	<ul style="list-style-type: none"> <li>• Year 3 and 4 Teaching and Learning Assistant –Group interventions, 1:1 EHC pupil support if required.</li> </ul>



<b>Mrs W Barshan</b>	<b>Y5 and 6 TLA</b>	<ul style="list-style-type: none"> <li>• 1 x day per week cover</li> <li>• Big Happiness Project lead</li> <li>• Year 5 and 6 Teaching and Learning Assistant – Group interventions, Displays</li> </ul>
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**Additional Staff:**

<b>Name:</b>	<b>Role:</b>	<b>Roles and Responsibilities:</b>
<b>Miss T Hussey</b>	<b>SENDCo/Inclusion</b>	<ul style="list-style-type: none"> <li>• SENDCo.and Inclusion (inc Well-Being Hub and Medical Needs)</li> </ul>
<b>Miss T Mckeown</b>	<b>SEND TLA and KS1 Cover Deputy DSL</b>	<ul style="list-style-type: none"> <li>• SEND.and Inclusion (inc Well-Being Hub)</li> </ul>
<b>Miss R Stent</b>	<b>PPA/TLR release</b>	<ul style="list-style-type: none"> <li>• Geography Co-ordinator (SIP, Geography budget, Action Plans, Monitoring, Staff training)</li> </ul>
<b>Mrs S Simson</b>	<b>KS2 MFL</b>	<ul style="list-style-type: none"> <li>• French / MFL (SIP, MFL budget, Action Plans, Monitoring, Staff training)</li> </ul>
<b>Miss D Cleaver</b>	<b>Year R PPA (x2 sessions)</b>	<ul style="list-style-type: none"> <li>• Year R PPA teacher</li> </ul>
<b>Mrs S Swan</b>	<b>Forest School</b>	<ul style="list-style-type: none"> <li>• Forest School leader (Years 1-3)</li> </ul>
<b>Mrs I Almeida</b>	<b>1:1 SEND TLA</b>	<ul style="list-style-type: none"> <li>• 1:1 support for EHC pupil (KS1)</li> </ul>
<b>Mrs S Ebrahim</b>	<b>1:1 SEND TLA</b>	<ul style="list-style-type: none"> <li>• 1:1 support for EHC pupil (KS2)</li> </ul>

**ADMINISTRATION**

<b>Name:</b>	<b>Role:</b>	<b>Roles and Responsibilities:</b>
<b>Mrs E Treacher</b>	<b>School Business Manager</b>	The provision of full support to the Headteacher to ensure the effective leadership, management and administration of the school with specific responsibility for facilities, Health and Safety, the MIS and ICT infrastructure, Risk Management, Financial Management and the management of non-class based school support staff (BSM, Clerical, Lunchtime Supervisors and Little

		Acorns)
<b>Mrs P Kumar</b>	<b>Clerical Assistant</b>	<ul style="list-style-type: none"> <li>Administrative duties as directed by the HT and SBM</li> </ul>
<b>Miss J Done</b>	<b>Clerical Assistant/Attendance Officer</b>	<ul style="list-style-type: none"> <li>Monitoring of attendance</li> <li>Administrative duties as directed by the HT and SBM.</li> </ul>

### PREMISES

<b>Name:</b>	<b>Role:</b>	<b>Roles and Responsibilities:</b>
<b>Mr G Horton</b>	<b>Building Services Manager</b>	Performance Manager of Cleaning staff To be responsible for the management of the overall provision of security, janitorial and cleaning services at the school and associated staff To be responsible for the management of the repairs and maintenance of the school site To monitor the work of external contractors on site
<b>Mrs Rafat Shaheen</b> <b>Mrs P Taylor</b>	<b>Cleaner</b>	To provide a clean and pleasant environment in order to facilitate the effective teaching of pupils and its full use by those staff and pupils who occupy it To help maintain the fabric of school building To maintain cleanliness in order to prevent any health risk from occurring in schools

### LITTLE ACORNS

<b>Name:</b>	<b>Role:</b>	<b>Roles and Responsibilities:</b>
<b>Miss S Sabir</b>	<b>Little Acorns Manager</b>	Planning, preparing and delivering quality play opportunities within a safe and caring environment. Providing comprehensive care for the children including collecting them from school playground and delivering them safely to

		<p>parents/carers. Providing refreshments and ensuring that hygiene, health and safety standards are met. Administering first aid when necessary. Consulting with children and involving them in planning activities. Providing support and supervision to play workers and other staff, including volunteers. Administration and record keeping, including financial records, ordering and purchasing, working within an agreed budget. Encouraging parental involvement in the club. Developing and maintaining good communication with all members of the organisation, parents, schools, and childcare and play related agencies. Undertaking appropriate and relevant training. Monitoring and maintaining a healthy, safe and secure working environment. Working within the framework of the club's policies and procedures.</p>
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<b>Miss K Hector</b>	<b>Play Worker</b>	<p>Assist with planning, preparing and delivering quality play opportunities within a safe and caring environment.</p> <p>Providing comprehensive care for the children including collecting them from school and delivering them safely to parents or carers.</p> <p>Providing refreshments and ensuring that hygiene, health and safety standards are met.</p> <p>Administering first aid when necessary.</p> <p>Consulting with children and involving them in planning activities.</p> <p>Helping with club administration, where necessary.</p> <p>Encouraging parental involvement in the club.</p> <p>Facilitating good communication with all members of the organisation, parents, schools and childcare and play related agencies.</p> <p>Undertaking appropriate and relevant training.</p> <p>Keeping the work environment healthy, safe and secure.</p> <p>Working within the framework of the club's policies and procedures.</p>
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### **LUNCHTIME SUPERVISORS**

<b>Name:</b>	<b>Role:</b>	<b>Roles and Responsibilities:</b>
<b>Miss Salma Sabir (5 days)</b>	Lunchtime supervisors	As part of a team assisting the Senior Lunchtime Supervisor/Headteacher in securing the safety, and welfare of pupils during the midday break. This will involve effective supervision of pupils in and about the premises and site(s) of the school
<b>Mrs Zuhra Bibi (5 days)</b>		
<b>Mrs S Ebrahim (SEND support)</b>		
<b>Miss Iracelma del Almeida (5 days)</b>		
<b>Miss S Ellis (5days) Senior</b>		
<b>Miss Samrine Asghar (5 days)</b>		
<b>Mrs Sameena Noreen (5 days)</b>		
<b>Mrs S Philips (2 days)</b>		
<b>Mrs J Habib (5 days)</b>		

**School Improvement Priorities 2017~2020**

	<b>Leadership and Management</b>	<b>Teaching, Learning and Assessment</b>	<b>Personal development, Behaviour and Welfare</b>	<b>Outcomes for Pupils</b>	<b>Premises</b>
<b>Year 17/18</b>	<p>To continue the process of becoming a MAT.</p> <p>To develop a succession plan for the HT and the GB.</p>	<p>To improve the standards of teaching, learning and assessment in Reading across the school.</p> <p>To implement a biannual formal assessment system for Reading to accurately assess pupil progress.</p> <p>To implement a Science tracking system for Y1-6.</p>	<p>To develop a wide range of behaviour management strategies throughout all elements of school.</p> <p>To develop the 'Health and Well-Being Hub' to target those children and families in need of mental health and well-being intervention.</p> <p>To fully implement 'Jigsaw' PSHE curriculum from Year R – Year 6.</p>	<p>To monitor the impact that half-termly pupil progress meetings are having in ensuring stringent monitoring and accountability for outcomes of interventions, pupil progress and attainment.</p> <p>To develop PPM to include health and well-being outcomes for each child.</p>	<p>To improve the classroom learning environments (sink/wash areas, décor and furniture).</p> <p>To refurbish the school toilets (pupil and staff) and install a disabled toilet.</p> <p>To install a medical room for safety of pupils requiring medical attention.</p> <p>To complete the development of the outdoor learning space.</p>
<b>Year 18/19</b>	<p>To develop a business continuity plan.</p> <p>To develop a contingency and succession plan for the HT and a succession plan for</p>	<p>To raise standards in writing throughout the school.</p> <p>To replace IPC with a teacher-developed, cross-curricular thematic approach to teaching</p>	<p>To launch the Big Happiness Project from Year R to Y6 to develop the pastoral and holistic elements of school life.</p> <p>To promote the 'Health and Well-Being Hub'</p>	<p>To ensure that pupils with a SEN make good or better progress in relation to starting points in Reading and Writing.</p>	<p>To complete the development of the outdoor learning space.</p> <p>To ensure the building is accessible to all</p>

	<p>the GB.</p> <p>To ensure the school is fully GDPR compliant.</p>	<p>and learning</p>	<p>throughout the Diocese and CPTSA as a model of excellent practice and support other schools with their provision.</p> <p>To raise standards of behaviour expectations around the school.</p>		<p>pupils and adults.</p> <p>To ensure all doors within the building are fully compliant with fire safety legislation.</p>
<p><b>Year 19/20</b></p>	<p>To ensure that ALL SEN pupils have secured substantial improvement in progress and progress is rising across the curriculum, including in English and mathematics.</p> <p>To embed the new thematic curriculum ensuring it inspires pupils to learn.</p> <p>To complete a 360 degree evaluation of school from the perspective of all key stakeholders.</p>	<p>To prepare for the introduction of the Year R baseline assessment in 2020.</p> <p>To prepare for the introduction of the times tables test (Year 4) in 2020.</p>	<p>To ensure all pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>Pupils will develop a greater awareness of the world beyond their own.</p> <p>To embed the Big Happiness Project.</p>	<p>Ensure that for pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.</p>	<p>To complete the refurbishment of the Reception playground space.</p> <p>To replace the classroom storage.</p> <p>To investigate alternatives to the current corridor storage.</p>

	Leadership and Management	Teaching, Learning and Assessment	Personal development, Behaviour and Welfare	Outcomes for Pupils	Premises
Year 17/18	<p>To continue the process of becoming a MAT.</p> <p>To develop a succession plan for the HT and the GB.</p>	<p>To improve the standards of teaching, learning and assessment in Reading across the school.</p> <p>To implement a biannual formal assessment system for Reading to accurately assess pupil progress.</p> <p>To implement a Science tracking system for Y1-6.</p>	<p>To develop a wide range of behaviour management strategies throughout all elements of school.</p> <p>To develop the 'Health and Well-Being Hub' to target those children and families in need of mental health and well-being intervention.</p> <p>To fully implement 'Jigsaw' PSHE curriculum from Year R – Year 6.</p>	<p>To monitor the impact that half-termly pupil progress meetings are having in ensuring stringent monitoring and accountability for outcomes of interventions, pupil progress and attainment.</p> <p>To develop PPM to include health and well-being outcomes for each child.</p>	<p>To improve the classroom learning environments (sink/wash areas, décor and furniture).</p> <p>To refurbish the school toilets (pupil and staff) and install a disabled toilet.</p> <p>To install a medical room for safety of pupils requiring medical attention.</p> <p>To complete the development of the outdoor learning space.</p>

**OFSTED TARGETS (from December 2013):**

	<b>TARGET 1:</b>	<b>TARGET 2:</b>
<b>How to improve</b>	By the end of the summer term 2014, extend and refine plans to incorporate the requirements of the new National Curriculum into the school's current internationally-themed curriculum, so that the existing benefits for pupils' learning and enjoyment are maintained in September, and monitor the impact of this carefully during the next academic year.	Refine the current good marking of pupils' written work and develop a more systematic 'dialogue' with them by: <ul style="list-style-type: none"> <li>giving pupils follow-up tasks that provide extra practice to those who need it, and extend the learning of those who have been successful</li> <li>checking that pupils have acted upon their teachers' advice by improving later work.</li> </ul>
<b>Summary of progress made</b>	<ul style="list-style-type: none"> <li>New IPC units (inc. History) used from Sept 15.</li> <li>Subject coverage and assessment monitored via phase leaders – reported back to SLT.</li> <li>Staff review of IPC to identify areas of strength and areas for development.</li> <li>Decision to teach Science as a discreet subject from 2015-2016 to ensure complete coverage of curriculum.</li> <li>Continuation of creativity through foundation subjects.</li> <li>Phase leaders and subjects leaders to monitor 2015-2016 inc. pupil questionnaires to monitor enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>INSET in Jan 15 re. marking.</li> <li>Discussion on current method and policy and suggestions on how to develop to engage pupils in more active dialogue.</li> <li>2 members of staff have trialled system over summer term.</li> <li>Policy to be re-written and classroom posters produced for children to understand the process.</li> <li>Fully implemented across school Sept 2015.</li> <li>Phase leaders to monitor impact 2015-2016.</li> </ul>

**OVERALL JUDGEMENT (December 2013)**

**Outstanding 1**

Achievement of pupils  
Quality of teaching  
Behaviour and safety of pupils  
Leadership and management

**Outstanding 1**  
**Outstanding 1**  
**Outstanding 1**  
**Outstanding 1**



**Key Priority 1: LEADERSHIP AND MANAGEMENT**

- To develop a business continuity plan.
- To develop a contingency and succession plan for the HT and a succession plan for the GB.
- To ensure the school is fully GDPR compliant.

**Where are we now?**

- The business continuity plan is mostly complete but has not been revisited recently.
- No succession plan currently exists for the HT and GB.
- SLT and teaching staff have been given training. Parents were also invited to a PiP meeting about GDPR and the impact this will have upon data in schools. School buys into a DPO service with Warwickshire County Council. Mr Sahed has been appointed as the school’s point of contact.

**What do we need to do next?**

**Key areas for Development:-**

- BCP: All SLT to complete a comprehensive plan which is regularly reviewed
- Identify if any current staff could/would fulfill the role of HT. If not, look at other options e.g. Diocese. Have clear recruitment plan in place.
- Have a clear and comprehensive log of GB terms of office and ensure notice given to PCC and Diocese to ensure swift replacements when terms of office expire.
- Develop a continuity plan for the role of SBM.
- Continue to develop the ‘middle leaders’ in school for future roles/succession.
- Support staff to receive training.
- Ensure all old documents/files/emails are deleted.

**Success Criteria:-**

- Compliance with SFVS and smooth transition of continued education and standards in the event that school is not accessible.
- Should HT leave or GB diminish, a clear plan will be in place to ensure smooth succession, maintaining standards, ethos and values that are intrinsic to Moseley CE.
- Should SBM be absent/leave, the demands of the role are understood and can be continued.
- Middle leader development ensures staff are prepared and equipped to continue with the professional journey.
- School will be fully compliant with the GDPR.

**Actions/Process**

- BCP: as above
- HT: develop clear recruitment plan and ensure internal staff who are potentially prospective candidates have access to quality CPD.
- Log of terms of office and agenda item in September 2018 to discuss and plan.
- Sai to update ALL staff on his training from 10.07.18. Provide easy to understand training and bullet points of where we should be now to

**Monitoring (Who, What, When?)**

- BCP: SLT to monitor/revisit bi-annually.
- HT and GB continuity – HT, Chair of Governors to monitor and review on a 6 monthly basis.
- GDPR – Mr Sahed and SLT – half-termly to ensure that where required, data is appropriately disposed of.

<p>ensure full compliance.</p> <ul style="list-style-type: none"> <li>• Ensure school website has a designated GDPR section that houses all relevant information and school GDPR policies.</li> <li>• Mr Sahed appointment to Data Protection school contact – progression onto the SMT.</li> </ul>	
<p><b>Costs and Resources (including CPD)</b></p>	<p><b>Impact/Outcomes for Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>• Grab bag to be fully completed (£100)</li> <li>• HT: cost of recruitment will fall in to budget year when the HT leaves.</li> <li>• NPQH course fee via the CPTSA for the current DHT (£950)</li> <li>• GDPR: £600 for the DPO Service via WCC. CPD for SLT - £500.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning would carry on in unexpected events ensuring minimal impact, especially during key times e.g. SATs.</li> <li>• Teaching and learning continues to the same standards with minimal impact upon staff and pupils alike.</li> <li>• All staff will ensure confidential data is not passed on to parents, organisations etc, thus ensuring teaching and learning continues in line with GDPR and without complaints, data breaches, fines etc.</li> </ul>

<b>Key Priority: 2 TEACHING, LEARNING AND ASSESSMENT</b>	
<ul style="list-style-type: none"> <li>To raise standards in writing throughout the school.</li> <li>To replace IPC with a teacher-developed, cross-curricular thematic approach to teaching and learning</li> </ul>	
<b>Where are we now?</b>	
<ul style="list-style-type: none"> <li>New writing toolkit introduced from Year 1 to Year 6;</li> <li>SLT worked alongside Yorkmead Primary to get training;</li> <li>Staff at Moseley CE trained by Yorkmead DHT;</li> <li>Governor attended training and has monitored book and standards in writing across the school (this has been fed back to full GB);</li> <li>Curriculum development team established (Miss Edwards and Miss Rogerson).</li> <li>Other schools' curriculum maps investigated.</li> <li>Staff are familiar with objectives which need to be covered and the reason for the change in approach.</li> </ul>	
<b>What do we need to do next?</b>	<b>Success Criteria:-</b>
<b>Key areas for Development:-</b>	
<ul style="list-style-type: none"> <li>Ensure other areas of writing are developed and improved – spelling.</li> <li>Continue to monitor both delivery and outcomes of writing.</li> <li>Introduction of a writing progress book that travels with children through each year (containing the cold and hot write elements of the toolkit)</li> <li>Introduction of editing pens</li> <li>Curriculum mapping – topics decided <ul style="list-style-type: none"> <li>- Objectives distributed</li> <li>- Documents created</li> <li>- Documents distributed</li> </ul> </li> <li>Ensure coverage via whole school mapping</li> </ul>	<ul style="list-style-type: none"> <li>Higher % of pupils @ EXS / GDS</li> <li>In year accelerated progress achieved</li> <li>Greater understanding of non-fiction genres</li> <li>Progression explicit in assessed pieces.</li> <li>Assessment of editing skills is easier</li> <li>Children are more immersed in learning</li> <li>Writing is contextual and purposeful</li> </ul>
<b>Actions/Process</b>	<b>Monitoring (Who, What, When?)</b>
<ul style="list-style-type: none"> <li>To ensure the writing structure for each genre is being followed, according to the writing strategy implemented last year.</li> <li>To ensure that the 'Working Wall' is being used effectively in each classroom and the displays, incl WAGOLL examples, are being accessed and understood by all children.</li> <li>To continue to monitor planning and books to ensure there are opportunities for cross-curricular writing where possible.</li> <li>To ensure non-fiction writing is being taught effectively within IPC and Science and clear differentiation can be seen.</li> <li>To introduce a progress book for each child from year 1 to Year 6</li> </ul>	Mrs Perry (English lead) Miss Edwards (DHT and Assessment Coordinator) Miss Rogerson All teaching staff

<p>that will follow them up the school showing their progress year on year with writing.</p> <ul style="list-style-type: none"> <li>• To monitor the progress books to ensure they are being used effectively by the staff to show progress from each 'Cold to Hot Write' cycle</li> <li>• To introduce an editing pen for each child</li> <li>• English lead to go on a visual literacy course to then deliver the training to the staff</li> <li>• To create an overview of how visual literacy is being used throughout the school</li> <li>• To provide parents with information on visual literacy through an information session</li> <li>• To monitor the use of 'Literacy Shed Plus' to ensure it is being used effectively.</li> <li>• To use pupil voice to find out the views of the children about visual literacy</li> <li>• Investigate other schools' approach to thematic curriculum mapping.</li> <li>• Produce curriculum maps for Years 1 to 6</li> <li>• New approach to curriculum to begin in September 2018</li> <li>• Monitor closely on a termly basis.</li> </ul>	
<p><b>Costs and Resources(including CPD)</b></p>	<p><b>Impact/Outcomes for Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>• Literacy Shed subscription</li> <li>• Editing Pens</li> <li>• Writing assessment books</li> <li>• Topic folders created alongside additional resources to support topics.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to raise standards in writing across the school.</li> <li>• To ensure new staff have the required understanding of the new strategy to teach writing correctly.</li> <li>• To ensure the 'Working Walls' are being used effectively to help raise standards in writing.</li> <li>• To ensure it is much easier to identify where progress is being made, from the beginning of a topic to the end, when the children are writing independently and being able to show the writing skills they have learnt.</li> <li>• To enable the children to more easily edit and improve their work before putting their final draft into their progress books.</li> <li>• Writing improvements can be seen in Pupil Progress Meetings and interventions put in place where necessary</li> <li>• To continue to raise standards in writing across the school</li> <li>• To develop and support staff in their knowledge and use of visual</li> </ul>

literacy

- To ensure that 'Literacy Shed Plus' is being used to help raise standards in writing.
- Head Girl and Head Boy to ask children their opinion of visual literacy and the impact it is having on their writing.
- Range of learning styles and interests catered for ensuring learning is purposeful and engaging.
- Learning of ALL subjects is linked and contextualised.

**Key Priority: 3 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

- To launch the Big Happiness Project from Year R to Y6 to develop the pastoral and holistic elements of school life.
- To promote the 'Health and Well-Being Hub' throughout the Diocese and CPTSA as a model of excellent practice and support other schools with their provision.
- To raise standards of behaviour expectations around the school.

**Where are we now?**

- Mental Health and Well-Being Hub firmly established.
- All staff have received mental health training
- All parents have been offered training in areas of mental health
- Strong links with Malachi Family Support team
- World Mental Health Day and Children's Mental Health Week introduced ALL children to positive mental health strategies.
- JIGSAW PSHE curriculum now firmly established
- DSL and Deputy DSL have attended Supervision training
- Plans established for the Big Happiness Project – 2 lead staff appointed (WB and TM) 1 day training received

**What do we need to do next?**

**Key areas for Development:-**

- Increase number of DSLs
- Continue to develop pastoral approach to school life
- Establish links with other schools to promote positive mental health and well-being.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour.
- Children's conduct reflects the schools' effective strategies to promote high standards of behaviour

**Success Criteria:-**

- Children have full access to a wide range of 'happiness' support at key times during the day
- Questionnaires conducted at the end of the year will provide measurable outcomes from baselines.
- Behaviour and manners are improved and fully reflects the vision and ethos of the school
- Moseley C of E is a lead in mental health provision throughout the LA (feedback from training etc)

**Actions/Process**

- More DSLs trained to ensure DSL on site at all times (TM and SE)
- All staff to attend Big Happiness Project training day in September 2018
- Head Boy and Head girl to conduct a 'happiness' survey with pupils and present to the full GB.
- Project to be implemented fully for the entire academic year incorporating parent workshops and pupil training.
- Designated pupil lead to be established
- Y6 staff mentor to be established for Year 6 pupils from Easter 2019

**Monitoring (Who, What, When?)**

- Ms. Sumner (Mental Health)
- Miss Edwards (BEC0)
- Mrs Barshan and Miss Mckeown (Happiness Project leads)
- Maisie Walker (pupil) – pupil Happiness project lead

<p>onwards</p> <ul style="list-style-type: none"> <li>• Promote Hub throughout the LA – via Safeguarding briefings, CPTSA and Diocese.</li> <li>• Introduce a new dojo to reward good conduct/ manners/ courtesy/ etc</li> <li>• Introduce a reward for children with most dojos for conduct, to be announced and received each half term.</li> </ul>	
<p><b>Costs and Resources(including CPD)</b></p>	<p><b>Impact/Outcomes for Teaching and Learning</b></p>
<p>Big Happiness project ; £10,000 DSL training: £1000</p>	<ul style="list-style-type: none"> <li>• Improved quality of pastoral care for ALL children at unstructured times of the day</li> <li>• Parents fully engaged in the Happiness project so pupils are supported at home and school</li> <li>• There is sustained improvement in pupils' behaviour.</li> <li>• Children's conduct reflects the schools' effective strategies to promote high standards of behaviour</li> <li>• Shared expertise throughout the LA of the positive mental health practice we have at Moseley CE.</li> </ul>

**Key Priority 4: OUTCOMES FOR PUPILS**

- To ensure that pupils with a SEN make good or better progress in relation to starting points in Reading and Writing.
- To ensure that all children make expected progress or better in Writing.

**Where are we now?**

- New experienced SENDCo in post
- SEND TLA appointed
- Newly introduced target plans for SEND pupils to allow smaller steps of progress to be measured effectively
- Parents of SEND pupils have all met with the SENDCO to discuss provision
- Open door policy
- New Writing Toolkit introduced in Years 1-6
- Collaboration with another local school to support the introduction of this toolkit
- Pupil progress meetings held every half-term to discuss progress and identify SEND pupils / lower achievers – intervention established as required
- Intervention groups led by SENDCo and SEND TLA – records made and used to inform PPM and planning
- Quality first teaching in place throughout the school – planning is differentiated
- 

**What do we need to do next?****Key areas for Development: -**

- Audit staff training needs and identify strengths/areas of development in relation to supporting pupils with SEN.
- Implement consistent use of ITP (target) sheets to inform planning, assessment and appropriate provision.
- Develop target review strategies for informing parents of children with SEN, of pupil progress in relation to individual targets.
- Develop consistent approaches for pupils with a specific learning need i.e. ASD and Down Syndrome, to support curricular planning and appropriate provision.
- Develop use of ITP targets across curricular workbooks to enable teachers to formatively assess as part of the graduated response.
- Development of writing assessment books that follow children through the school
- Cross-curricular writing
- Spelling

**Success Criteria: -**

- Bigger steps of progress for SEND pupils
- SEND pupils are receiving appropriate intervention (to match their level of need)
- No <EX progress on tracking and data analysis
- Improved writing standards across the school
- Easier to see progress in writing
- Clear intervention records
- Greater level of accountability



<b>Actions/Process</b>	<b>Monitoring (Who, What, When?)</b>
<ul style="list-style-type: none"> <li>• Staff to complete audit sheet to identify areas of strengths and facilitate shared practice.</li> <li>• Staff to complete audit sheet to identify areas for development.</li> <li>• TH to have verbal conversations with staff.</li> <li>• Training and/or support for staff through staff meetings or other Inset sessions.</li> <li>• Opportunities for training sources through outside agencies.</li> <li>• Carry out standardised assessments to obtain correct attainment data.</li> <li>• Use evidence over time from books to check gaps in attainment.</li> <li>• Use Toolkit tracker and continuums to set appropriate targets.</li> <li>• Class teachers to have a copy of ITP targets to use in planning.</li> <li>• Track progress of targets through termly reviews.</li> <li>• Use review formats to ensure provision plans are in place and measuring impact.</li> <li>• SENCo to support class teachers and TA's in target setting, adapting provision and delivery.</li> <li>• Termly reviews with parents to be scheduled.</li> <li>• Copies of ITP targets sent home so parents aware of targets being worked on.</li> <li>• SENCo to contact parents as and when necessary and on request, to comment on progress towards targets.</li> <li>• Reviews with teacher to measure progress against targets.</li> <li>• Training for staff for awareness of Down Syndrome sourced and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Ms V Sumner</li> <li>• Miss C Edwards</li> <li>• Miss T Hussey</li> <li>• Mrs A Perry</li> <li>• All staff</li> </ul>

<ul style="list-style-type: none"> <li>• Support from Pupil and School Support and the Communication and Autism Team with planning for differentiation and curricular adaptation.</li> <li>• Use strategies from the CAT team to support pupils with ASD in transition to new classes.</li> <li>• SENCo to provide regular updates to staff to inform pedagogical practice.</li> <li>• SENCo to conduct learning walks and book scrutinies to monitor work being matched to individual need.</li> <li>• Organise support from CAT team with strategies for the self-regulation of anxiety and sensory issues</li> <li>• Training and termly support from Pupil and School Support.</li> <li>• Use of toolkit resources.</li> <li>• SENCo to visit settings where practice has been successful.</li> <li>• Develop new approach to the teaching and learning of spelling</li> <li>• Introduce writing assessment and tracking book including the Cold and Hot write from each genre taught.</li> <li>• Cross-curricular, thematic curriculum allowing all children the opportunity to write a range of genres in different contexts.</li> </ul>	
<p><b>Costs and Resources(including CPD)</b></p>	<p><b>Impact/Outcomes for Teaching and Learning</b></p>
	<ul style="list-style-type: none"> <li>• Staff will have a secure understanding of their role as outlined in the Code of Practice.</li> <li>• Staff are able to share good practice with colleagues.</li> <li>• Staff will feel more confident in planning for and teaching pupils with a SEN.</li> <li>• Class teachers will be more aware of the individual targets their pupils with an SEN are working on.</li> <li>• Regular reviews allow for consistent monitoring of impact of provision.</li> <li>• Class teachers more confident in adapting targets to suit individuals e.g. make more challenging, in order to accelerate progress.</li> <li>• Parents are aware of individual targets.</li> <li>• Parents are more involved in child's learning and are able to share targets at home.</li> <li>• A supportive partnership between school and parents.</li> <li>• Staff will plan for individual needs and adapt the curriculum and use of learning resources to make learning accessible.</li> <li>• Pupils will make progress within lessons.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Pupils will be accessing lessons through a variety of resources and work that is appropriately differentiated.</li><li>• Pupils will have opportunities to learn through their preferred learning style i.e. kinaesthetic, visual, auditory.</li><li>• Whole school consistent approach to pupils recognising, self-regulating and having strategies to reduce anxiety (i.e. emotions thermometers, time out spaces) during structured and unstructured times</li><li>• Pupils will be able to self-regulate their emotions and have strategies to use in times of anxiety.</li><li>• Consistent use of ITP targets in work books across lessons.</li><li>• Evidence of achieving targets in curriculum books.</li><li>• Teachers are using targets to mark work against.</li><li>• Teachers are regularly assessing for learning and adapting planning as necessary.</li><li>• SEND fully included in all aspects of teaching and learning and all make expected progress from their original starting point<ul style="list-style-type: none"><li>• Writing standards are improved</li></ul></li></ul> |
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<b>Key Priority: 5 PREMISES</b>	
<ul style="list-style-type: none"> <li>To complete the development of the outdoor learning space.</li> <li>To ensure the building is accessible to all pupils and adults.</li> <li>To ensure all doors within the building are fully compliant with fire safety legislation.</li> </ul>	
<b>Where are we now?</b>	
<ul style="list-style-type: none"> <li>Currently awaiting resurfacing of KS1 and KS2 playgrounds</li> <li>Quote requested for the Reception adventure playground.</li> <li>Awaiting new markings on the newly resurfaced playgrounds</li> <li>Power supply and fire points quote being obtained.</li> </ul>	
<b>What do we need to do next?</b>	<b>Success Criteria:-</b>
<b>Key areas for Development:-</b>	
<ul style="list-style-type: none"> <li>New Reception fence (metal) and new Adventure playground for Year R.</li> <li>Lift to be installed to ensure wheelchair users and those who have difficulties with stairs can gain access to both floors.</li> <li>2 evacuation chairs to be purchased as, in the events of a fire, lifts cannot be used.</li> <li>Remainder of all internal doors to be replaced.</li> </ul>	<ul style="list-style-type: none"> <li>Children's health will improve as they will have purposeful equipment to access, promoting an active and healthy lifestyle.</li> <li>Greater security of Year R outdoor learning space.</li> <li>Accessibility as required.</li> <li>Fire safety compliance as required.</li> <li>Greater opportunity for outdoor observation</li> <li>More exciting and varied outdoor curriculum without the frame dominating the space</li> </ul>
<b>Actions/Process</b>	<b>Monitoring (Who, What, When?)</b>
<ul style="list-style-type: none"> <li>SBM to apply for funding and liaise with Derek Evans Partnership to ensure DfE approve funding.</li> <li>DEP to tender for the works, prepare client briefs and ensure the school is kept fully informed at all times.</li> <li>SBM to liaise with the Diocese re. LCVAP funding.</li> </ul>	<ul style="list-style-type: none"> <li>SBM – finances, works and funding</li> <li>SLT/Governors – finances and works</li> <li>DEP – tender and contracts/contractors</li> <li>Diocese – DfC funding.</li> </ul>
<b>Costs and Resources(including CPD)</b>	<b>Impact/Outcomes for Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Funding to be applied for as capital projects.</li> <li>10% liability from Governors (totalling approx. £15,000)</li> <li>BSM to open in holidays to allow completion of works.</li> <li>No CPD required.</li> </ul>	<ul style="list-style-type: none"> <li>Development of school buildings is a Government requirement – if the learning environment is improved then teaching and learning will also improve.</li> <li>Children will be safer and more active in the outside areas.</li> <li>Safer doors lead to safer pupils and staff.</li> </ul>

# MOSELEY

CHURCH OF ENGLAND  
PRIMARY SCHOOL



**SCHOOL IMPROVEMENT PLAN SUBJECT REVIEW 2017~2018**

# MOSELEY C OF E PRIMARY SCHOOL

## ASSESSMENT ACTION PLAN

2017-2018

**LEADER: Clare Edwards**

	Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
1.	More cohesive/ less repetitive reporting systems for progress and attainment in EYFS	<p>Greater familiarisation of current system requirements/ Conversations with EYFS staff to discuss issues with the current system devised by NC.</p> <p>Work together to create a more purposeful and manageable system.</p> <p>Implement new system for academic year 17-18</p>	C.Edwards	<p>Information is not un-necessarily repeated.</p> <p>Workload of EYFS class teacher is more manageable.</p>	New systems (tracking and progress documents) are much more concise, effective and fit for purpose. Continue use in 2018-19 with not adaptations required.
2.	Improved phonics tracking system for EYFS and KS1	<p>Conversations with EYFS/ KS1 staff to discuss issues with current system devised by NC.</p> <p>Work together to create a new system which is more fit-for purpose.</p> <p>Implement new system for academic year 17-18</p>	C.Edwards	Phonics tracking system is more manageable, purposeful and comprehensive.	Continue use in 2018-19 without alteration but continue to monitor how purposeful it is.
3.	Introduce bi-annual formal assessment tests for Reading, SPaG and Maths for KS2	<p>Purchase Rising Stars Assessment Optional Tests for years 3, 4 and 5, Set A and B.</p> <p>Include WS Assessment weeks into timetable.</p> <p>Hold staff meeting to explain delivery, analysis, outcomes and requirements.</p> <p>Discuss in Pupil progress Meetings (include in documentation)</p>	C.Edwards	<p>More accurate identification of progress and attainment.</p> <p>Identification of under-performance</p> <p>Allows targeted teaching/ intervention following Autumn assessments.</p>	Assessments provided accurate benchmarks for entry and exit points. Continue use in 2018-19.

4.	Introduce a system for the tracking of Science.	<p>Support Science co-ordinator in the construction of a tracking system which is fit for purpose, manageable and meets requirements.</p> <p>Implement new system for academic year 17-18</p>	H.Rogerson (C.Edwards)	Clear, comprehensive and manageable system for the tracking of science to allow easy identification of judgement. Whole KS objectives/ outcomes are easy to analyse.	System is fit for purpose and meets requirements, allowing end of key stage judgements to be made. Continue use in 2018-19

# MOSELEY C OF E PRIMARY SCHOOL

## READING ACTION PLAN

2017-2018

**LEADER: Amanda Perry**

	Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
1.	<p>Attainment in reading across the school is improved and progress accelerated so that the percentage of pupils meeting age-related expectations is consistently significantly above the national average</p>	<p><b><u>Action planning for improvements in reading</u></b></p> <ul style="list-style-type: none"> <li>• Reading action plan is shared with all staff and governors (with a focus upon Curriculum and Standards Committee)</li> <li>• All targets are shared with SLT (as per SLT meeting timetable) and monitored rigorously.</li> <li>• All targets and progress are shared with C and S Committee (as per GB meeting timetable) and monitored rigorously.</li> </ul> <p><b><u>Staff accountability for outcomes in reading</u></b></p> <ul style="list-style-type: none"> <li>• All staff have appraisal targets for improvement in reading</li> <li>• Promote reading across the school (see separate timetable at end of action plan)</li> <li>• TLR for Whole School Assessment to lead half-termly pupil progress meetings, and evaluate the on-going impact of teaching and interventions. This will be reported to TLR lead for English and Maths and from this action plans for the following term constructed and shared with staff and GB.</li> </ul>	<p>Amanda Perry</p> <p>Clair Edwards (Pupil Progress meetings)</p> <p>SLT – performance management</p>	<ul style="list-style-type: none"> <li>• All pupils in year 6 make at least expected progress in reading</li> <li>• Pupils who did not pass the phonics screening check in KS1 pass it by the end of year 3</li> <li>• Performance Management targets for TLR lead for English directly refer to the SIP reading priority so that the lead teacher is leading staff to achieve whole-school improvements in reading</li> <li>• Performance Management targets for teaching staff directly refer to the SIP reading priority so that teachers work to achieve whole-school improvements in reading</li> <li>• All observed guided</li> </ul>	<p>Reading Action Plan and targets have been shared with the C and S Governors and with staff.</p> <p>Staff meetings – one about new reading objectives and ways to teach reading and one to introduce a new guided reading system to be used by staff and parent helpers when listening to children read – the objectives link to each year group and the sheet is much simpler and easier to fill in.</p> <p>The parent helpers have said they prefer the new sheet as it is much more straight forward for them to use.</p> <p>A reading Inspire Workshop has been held for each year group explaining to the parents how reading is taught to their children and how they can help outside school.</p> <p>After the reading assessment in SATs week we will see if the reading targets have been met for each child across the school.</p> <p>Reading has been promoted through the school with World Book Day where children got to dress up as a favourite book character and talk to children in their own and other classes about their favourite books.</p> <p>Linked to this we had an author</p>



				<p>reading sessions are at least 'good' or 'outstanding'</p> <ul style="list-style-type: none"> <li>• Reading outcomes are improved, and progress is at least in line with, and often exceeding, expectations</li> </ul>	<p>visit KS1 and work with the children to make up and read stories.</p> <p>We had a 'Workshop Storyteller' to work with each class using stories and performance poetry to encourage their love of reading and writing.</p> <p>Following this, in March, we celebrated Shakespeare by having a Shakespeare Storyteller to work with KS2 children to discuss various plays and stories written by Shakespeare.</p> <p>Pupil Progress meetings at the end of this academic year will show the progress Y6 have made. The lower ability children will not have made expected progress but they have had intervention work all year to try and close their gap further.</p> <p>All Y2 children passed their phonics test last year and interventions have been put in place for 2 children, now in Year 3, to help with their reading comprehension and spelling of key words</p>
2.	<p>The teaching of reading for all pupils is improved, and teaching is at least 'good' and consistently 'outstanding'</p>	<p><b>Curriculum Provision</b></p> <ul style="list-style-type: none"> <li>• Audit the quality of texts pupils access – ensure that texts are suitably challenging and engaging (variety of genres, use of technology where appropriate)</li> <li>• Cross-curricular approach to reading</li> <li>• Dedicated, teacher-led Guided Reading session for every child at least once per week</li> </ul> <p><b>Planning for assessment in reading</b></p> <ul style="list-style-type: none"> <li>• Rigorously moderate reading against the National Curriculum 2014 framework</li> </ul>	<p>Amanda Perry</p> <p>Head Boy and Head Girl (Pupil Voice)</p> <p>Vicki Sumner (termly checks with pupils and termly outcomes)</p>	<ul style="list-style-type: none"> <li>• High-quality texts are available to all pupils</li> <li>• All classrooms and reading systems are set up to promote and enthuse reading</li> <li>• Pupils read every day (ERIC) and have a dedicated and effective guided reading session at least once per week with the class teacher</li> <li>• SLT monitoring shows</li> </ul>	<p>Constant monitoring of the library by Y6 pupils ensures it is a welcoming and organised resource for all children. The TAs monitor the books in the library and mend/throw damaged books where appropriate. Year groups have a timetabled slot for returning and choosing new books.</p> <p>New books have been added to the library and commission from the book fair has been used to put new texts into the library. All classes have a reading area with class books that children are</p>

		<p><b>Teaching of Reading</b></p> <ul style="list-style-type: none"> <li>• Run staff training/INSET and targeted coaching for teaching staff and teaching assistants. Use baseline audits from teachers and TAs (Summer 2017) as a basis for training action plan for 2017-2018</li> <li>• Ensure all teachers are fully aware of the end of key stage expectations for reading</li> <li>• Ensure questioning used reflects Blooms Taxonomy (as per training)</li> <li>• Effective use of ERIC time – continue good practice introduced in 2016-2017 – extend to ensure clear planning and teaching/learning for guided reading</li> <li>• Effective and purposeful guided reading sessions – planned for and monitored</li> <li>• Ensure reading is taught via a cross-curricular approach effectively.</li> </ul> <p><b>Reading Assessment</b></p> <ul style="list-style-type: none"> <li>• Introduce reading assessments (Christmas and May) to help inform teacher judgements and accurately monitor progress of ALL children.</li> <li>• Gather evidence against learning objectives, such as reading journals</li> <li>• Ensure all targets are extended for any pupil who achieves his/her target before the end of the year</li> </ul> <p><b>Partnership</b></p> <ul style="list-style-type: none"> <li>• Promote opportunities for increased involvement of parents in their children's reading</li> <li>• Clarify expectations for books and teaching reading at home via parent meetings and training opportunities</li> </ul>		<p>guided reading sessions are running daily as agreed</p> <ul style="list-style-type: none"> <li>• Teaching is judged at least consistently 'good' and frequently 'outstanding'</li> <li>• All observed guided reading sessions are at least 'good' and frequently 'outstanding'</li> <li>• Pupil voice is positive about the teaching of reading, demonstrating enjoyment and enthusiasm</li> <li>• Reading outcomes are improved in all year groups, with progress at least in line with, and often exceeding, national averages</li> <li>• Pupil voice demonstrates that pupils are enthusiastic and enjoy reading, and access a wide range of genres</li> <li>• The wider curriculum promotes, and provides opportunities for, reading</li> <li>• Pupils demonstrate improved outcomes in reading</li> <li>• Teaching is clearly planned to fill gaps, and objectives are stated</li> <li>• By the end of term 1:</li> </ul>	<p>encouraged to take and read. All classes have ERIC time when groups are heard read and reading activities are completed. Parent readers help by listening to certain groups read and asking comprehension questions to challenge thinking and understanding of the texts. Head boy and Head Girl will ask children about their opinions of reading next half term and see where children think improvements can be made. Reading is encouraged in a cross curricular way through reading texts in all other subjects. Blooms Taxonomy of questioning was given to the staff at a staff meeting about reading and reading expectations but there was no actual training about using it.</p> <p>Reading comprehension assessment tests were bought through 'Rising Stars' and given out to the children in December. They will be given out again in May as an end of term assessment of progress. This will inform teachers of progress that children have made with reading. Reading journals haven't been introduced this year but evidence is gathered through questioning during guided reading sessions. Through Pupil Progress Meetings the SLT discuss the progress of each individual child and monitor if targets need to be adapted for higher or lower achieving children Parents have attended reading Inspire Workshops to advise them</p>
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		<p>(1xterm)</p> <ul style="list-style-type: none"> <li>• Co-ordinate shared reading focus events with partner schools, such as book reviews, webcasts and challenges</li> <li>• Set up a collaboration of schools for external moderation of reading judgements on a termly basis</li> <li>• Head Boy and Head Girl to lead termly meetings with pupils to gain pupil voice about reading – feedback to English lead and English lead to develop action plan(s) as required – feedback to SLT/C and S</li> </ul>		<p>pupil voice shows pupils enjoy reading and the range of books they have access to, and pupil progress meetings show progress in reading across KS1 and 2;</p> <ul style="list-style-type: none"> <li>• By the end of term 2: SLT sampling demonstrates that read widely and fluently to an adult, and meetings show progress in reading across KS1 and 2;</li> <li>• By the end of term 3: End-of-Key Stage reading outcomes are met</li> <li>• Parents are involved in frequent opportunities for promoting the enjoyment of reading and have developed knowledge at how to support their child with reading at home in all age ranges.</li> <li>• All pupils demonstrate improved outcomes in reading</li> </ul>	<p>on how reading is taught at school and what they can do at home to help motivate and encourage their children. PiP meetings this year haven't addressed reading however parents have been advised and guided as to how to help their children read via the Inspire Workshops. A partner school for reading has not been set up. We meet with partner schools through the CPTSA but not for reading as yet – this is something we are meeting to discuss later this year.</p> <p>The wider curriculum, through other subjects, promotes opportunities for reading, both individually and in small groups or pairs.</p>
3.	<p>Pupil-level reading interventions are improved for vulnerable groups and the gap between them and their peers is closing</p>	<p><b>Focus Groups</b></p> <ul style="list-style-type: none"> <li>• Hold staff meetings to moderate progress in reading and to identify gaps – suitable and informative proforma devised to capture judgments and professional dialogue (along with finalised judgements)</li> <li>• Monitor planning and work scrutinies</li> </ul>	<p>Amanda Perry (lead)</p> <p>Staff – monitoring daily basis</p> <p>Clair Edwards (Pupil progress)</p>	<ul style="list-style-type: none"> <li>• Staff meetings moderate progress in reading and identify gaps</li> <li>• Pupils demonstrate improved outcomes in reading</li> <li>• All pupils make at</li> </ul>	<p>Staff meetings have been held to discuss how to teach reading and how to stretch the children</p> <p>Pupil Progress meetings focus on progress the children have made. Planning is monitored regularly</p>

		<p>to identify frequent opportunities for sustained reading, including in the foundation subjects</p> <p><b><u>Intervention</u></b></p> <ul style="list-style-type: none"> <li>Establish programme of early intervention to address gaps in reading</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Undertake six weekly pupil progress meetings to accelerate the progress of pupils vulnerable to underachievement, and evaluate the ongoing impact of interventions</li> </ul>	meetings)	<p>least expected progress in relation to their starting points</p> <ul style="list-style-type: none"> <li>Pupils demonstrate improved outcomes in reading</li> <li>All pupils make good progress in relation to their starting points</li> </ul>	<p>and reading opportunities are added into the planning where necessary.</p> <p>At the end of each half term the Pupil Progress meetings highlight children who need extra intervention to help them achieve higher in reading. Interventions already in place are discussed for their impact so far.</p>
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# MOSELEY C OF E PRIMARY SCHOOL

## WRITING and SPaG ACTION PLAN

2017-2018

**LEADER: Amanda Perry**

	Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
1.	To continue to develop and exploit opportunities for extra-curricular writing.	<ul style="list-style-type: none"> <li>• Continue to ensure planning for cross-curricular opportunities for writing;</li> <li>• Non-fictional writing to be taught effectively within IPC and Science (with clear differentiation to develop WTS&gt;EXS and EXS&gt;GDS).</li> <li>• Introduce End of Phase assessment documents to be used in English and IPC books.</li> <li>• Provide staff training on writing and the end of KS expectations;</li> <li>• Provide parents with information on writing expectations via PiP / Information sessions;</li> </ul>	Amanda Perry	<ul style="list-style-type: none"> <li>• Raise standards in writing across the school;</li> <li>• Develop and support staff in knowledge and expectations;</li> <li>• Develop rigour in expectation and outcomes;</li> <li>• Parents are able to support their children effectively at home.</li> </ul>	<p>English planning has a section at the bottom for additional writing opportunities in other subjects. Non fictional writing is beginning to be taught with more clarity in other subjects.</p> <p>End of phase assessment documents have not been used but teachers make continuing assessments on the progress of their children – weekly and at the end of each half term.</p> <p>Year 2 and Year 6 use past SATs papers. Year 4 complete end of term assessments.</p> <p>Staff training has been given on the new writing strategies used this year.</p> <p>A PiP meeting was held to inform parents of the new writing expectations and strategies to be used this year.</p> <p>Teachers have attended writing moderation meetings with the CPTSA cluster schools.</p>
2.	Visual literacy is used effectively as a medium for raising standards in writing and reading throughout the school.	<ul style="list-style-type: none"> <li>• Provide staff training on visual literacy - monitor and measure the impact;</li> <li>• Create a document to demonstrate how visual literacy is used across the school;</li> <li>• Provide parents with information on visual literacy via PiP / Information sessions;</li> </ul>	Amanda Perry	<ul style="list-style-type: none"> <li>• Raise standards in writing across the school;</li> <li>• Develop and support staff in knowledge and expectations;</li> <li>• Develop rigour in expectation and outcomes;</li> <li>• Parents are able to support their children effectively at home.</li> </ul>	<p>There has been no training on visual literacy although we have bought into Literacy shed plus which has a wealth of film clips that can be used for reading and writing prompts and starting points.</p>

		<ul style="list-style-type: none"> <li>• Monitor the impact of visual literacy on standards in writing and reading.</li> </ul>			
3.	To ensure SPaG features and objectives permeate all other subject areas.	<ul style="list-style-type: none"> <li>• To ensure staff are teaching SpaG in a designated lesson each week;</li> <li>• To ensure that the SpaG features and objectives permeate other curriculum areas to promote high expectations and accuracy in all writing.</li> </ul>	Amanda Perry	<ul style="list-style-type: none"> <li>• Children have complete fluency with SPaG terminology and are able to identify and use SPaG features across the whole curriculum.</li> </ul>	Planning and weekly timetables have been monitored to ensure that SPaG is being taught weekly as a stand-alone lesson which covers the year group objectives. The SPaG objectives are then encouraged through writing in different subjects.
4.	Introduce a whole school approach to the teaching of spelling.	<ul style="list-style-type: none"> <li>• Analyse current practice for the teaching of spelling;</li> <li>• Research existing programmes / schemes and select most effective for the children at Moseley C of E or adapt current scheme of materials;</li> <li>• Deliver effective staff training on the chosen method - evaluate the effectiveness of training delivered in relation to staff confidence and competence;</li> <li>• Monitor the impact within the classroom.</li> </ul>	Amanda Perry	<ul style="list-style-type: none"> <li>• Accuracy of spelling improves across the school.</li> </ul>	Spelling is being taught and tested weekly but the effectiveness of spelling will be monitored more next year. We are looking into spelling schemes that stretch the children more and offer a wider range of vocabulary.

# MOSELEY C OF E PRIMARY SCHOOL

## MATHS ACTION PLAN

2017-2018

**LEADER: Amanda Perry**

	Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
1.	Increase the profile of Maths throughout the school.	<ul style="list-style-type: none"> <li>• To develop the KS2 learning space into a 'Maths Hub' (clearly defined centralised resources, inspiring Maths displays, space for teacher resources, effective space for teaching and learning/supporting intervention)</li> <li>• High quality Maths work displayed in classrooms and around school</li> <li>• Half-termly school question cards displayed around school (indoor and outdoor learning environment)</li> <li>• Opportunities for additional exposure to maths facts throughout the school through display/ labels etc.</li> </ul>	Amanda Perry	<p>Every opportunity taken to expose children to Maths facts and inspire them to engage more with Maths.</p> <p>An inspirational Maths learning environment (indoor and outdoor).</p>	<p>Times table boards put up around the adventure playground area – chalk given so children can complete multiplications at break and lunch.</p> <p>Maths facts put in the corridors, on the doors and on the windows of the Year 5 and 6 stairs to embed key facts and equivalent measures.</p> <p>Maths displays put up in the KS2 'Maths area'.</p> <p>Maths 'Working Wall' in each classroom with key vocabulary/terms and challenge questions.</p> <p>More emphasis next year on high quality displays of WOW work linked to reasoning and challenge.</p> <p>Half termly questions have been introduced and will be continued this next year.</p>
2.	Extend the Maths for Life learning opportunities and connections in all classes.	<ul style="list-style-type: none"> <li>• To ensure all teachers deliver lessons clearly demonstrating the utilisation of Maths in everyday life.</li> <li>• To ensure all classes undertake a local visit with a Maths focus; ensure these trips are reflected upon by the teacher, evaluated and disseminated to staff (via staff meetings/briefings) and by pupils</li> </ul>	Amanda Perry	<p>Children are more aware of the purpose, value and relevance of Maths (cooking, shopping, time, art, etc)</p> <p>Staff have an expanded bank of ideas of how to link Maths to life.</p>	<p>Singapore Maths No Problem gives examples of maths in daily life through word problems linked to everyday situations.</p> <p>YR relate all their number and SSM to links with the world around them</p> <p>No trips with a maths focus have been undertaken as yet but some are planned for the second half of the summer term.</p>

3.	Increase opportunities to develop and reinforce learning during the school day	<ul style="list-style-type: none"> <li>• Introduce creative Maths tasks into the ERIC routine – monitor and measure the impact</li> <li>• Introduce reasoning challenges into each classroom– monitor and measure the impact</li> <li>• Develop creative opportunities for additional arithmetic activities in every class – monitor and measure the impact</li> </ul>	Amanda Perry	<p>Greater exposure to Maths and more opportunities for children to complete Maths tasks not directly linked to current learning: regular recall of objectives</p> <p>Increased attainment and achievement by ALL children, particularly in the arithmetic strand</p>	<p>Reasoning questions and challenge cards are displayed on the Maths Working Wall – children have the opportunity to look at these questions and explain their thinking. Maths investigations are given in ERIC time as an activity. Journal work has tried to incorporate ‘reasoning’ style questions and explanations as to why the children have chosen a particular calculation and how they have set it out. Maths objectives linked to other subjects such as Science and IPC – mainly for data collection / measuring and comparing.</p>
4.	Improve the quality of Maths questioning within lessons	<ul style="list-style-type: none"> <li>• To lead staff training in talk for maths and questioning for Maths Mastery linked specifically to the Singapore Maths ‘In Focus’ and ‘Guided Practice’ lesson sections – evaluate the effectiveness of training delivered in relation to staff confidence and competence</li> <li>• Incorporate the hierarchy of questioning from within Blooms Taxonomy to ensure targeted questioning</li> <li>• Monitor and measure the impact of greater questioning upon the pupil outcomes</li> </ul>	Amanda Perry	<p>Staff confidently use targeted and effective questioning throughout lessons to develop pupil thinking , conversation and response</p> <p>Greater number of children reaching GDS in Years 1-6.</p>	<p>Maths No Problem encourages discussion about how and why calculations are to be carried out. Targeted questioning is used to extend and challenge the higher ability thinkers. Journal work provides a further extension of reasoning and greater depth questions. Blooms taxonomy of questions has been given to the staff and they are beginning to trial this in their questioning with the children.</p> <p>*No Talk for Maths training has been carried out</p>



5.	Introduce a whole school approach to the teaching of times tables.	<ul style="list-style-type: none"> <li>• Research existing programmes / schemes and select most effective for the children at Moseley C of E.</li> <li>• Deliver effective staff training on the chosen method - evaluate the effectiveness of training delivered in relation to staff confidence and competence</li> <li>• Monitor the impact within the classroom</li> <li>• Keep abreast of National developments within this area and ensure clear dissemination to staff</li> </ul>	Amanda Perry	<p>All children have improved recall of multiplication facts (and related division facts) in line with year group expectations</p> <p>Overall Maths standards improve as a result</p>	<p>'Times Table Rock stars' was going to be the chosen multiplication programme, following research, but it proved disappointing due to the safeguarding of data issues.</p> <p>Following the maths moderation meetings in June, discussions will be had with the other schools in the Colmore partnership to see what works well at their schools.</p> <p>A trial of a weekly times table test will be carried out next half term.</p>
6.	Bridge gaps in learning for pupils identified as PYG or WTS in previous assessments.	<ul style="list-style-type: none"> <li>• Liaise with class teachers to identify pupils requiring additional support on a termly basis</li> <li>• Maths Lead to develop a home-school support agreement and communicate this to parents; staff to send appropriate work home</li> <li>• Monitor and measure the impact upon the progress and attainment of identified pupils.</li> </ul>	Amanda Perry	<p>Children working below the EXS will have specific intervention to complete at home in order to narrow the gap</p> <p>Higher number of children working at EXS or above.</p>	<p>Individual year group teachers have Pupil Performance meetings with SLT to identify where lower ability/underperforming children can be targeted for intervention groups and given more support where needed.</p>
7.	Review the impact of introduction of Singapore Maths	<ul style="list-style-type: none"> <li>• To devise an evaluation for teachers to complete in relation to all aspects of teaching and learning</li> <li>• To devise an evaluation for pupils to complete in relation to all aspects of learning</li> <li>• To create an action plan based on outcomes of evaluations (staff and pupils)</li> <li>• To include assessment outcomes within the review</li> </ul>	Amanda Perry	<p>Delivery of Singapore Maths is effective, engaging and enjoyable</p>	<p>Singapore Maths No Problem has been followed by Year 1 – 6 throughout the year.</p> <p>Teachers have completed a survey about its effectiveness – they are happy on the whole with how it is structured.</p> <p>A questionnaire for the children has been written and will be given out next half term.</p>

# MOSELEY C OF E PRIMARY SCHOOL

## SCIENCE ACTION PLAN

2017-2018

**LEADER: Helen Rogerson**

Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018~2019
1.	<p>To monitor the use and effectiveness of the new assessment tracker.</p>	<p>-Remind teachers at the start of the year of the new assessment tracker (for end of topic and end of year judgements).</p> <p>-Check that the assessment tracker has been updated for each cohort during time given.</p>	<p>Helen Rogerson</p> <p>-Class teachers to be able to easily look at children's attainment in topics from previous year. Thus building on from this when topic is covered.</p> <p>-Make it easier for teachers to look across the year to make end of year judgements and look at progress made.</p>	<p>Teachers are able to easily look back at the children's attainment from the previous year to support their teaching. It also makes it easier to look back over the academic year and make a final overall judgement for science for each child.</p>
2.	<p>To promote the use of science resources further in school.</p>	<p>-Audit the science resources that we have.</p> <p>-Share a list of resources available with teachers</p> <p>-Buy any additional resources essential to support topics.</p>	<p>Helen Rogerson</p> <p>-Teachers know what is available to support their teaching</p> <p>-Help engage children further in science lessons</p>	<p>Resources are being used throughout the school to engage and support the children in their learning.</p> <p>Auditing will take place in the second half of the summer term ready for the new approach to teaching foundation subjects</p>
3.	<p>To continue to monitor the practical and investigation based lessons.</p>	<p>-Check that double lessons of science are still taking place where practical activities and investigations are being done.</p> <p>-Talk to teachers about the importance of child led investigations.</p>	<p>Helen Rogerson</p> <p>-Enough time continues to be given for scientific investigations and practical activities to take place; supporting the children's learning.</p> <p>-Children have a positive attitude towards science and enjoy science lessons.</p>	<p>Termly Science monitoring has shown that practical investigation based lessons are still taking place regularly. However I would like to do a recap session with the teaching staff to reemphasise the importance and recap how best to plan these lessons to maximise the learning experience. Children really enjoy the practical/ investigation aspect of science and look forward to science lessons.</p>

PSHE ACTION PLAN

2017-2018

LEADER: Miss Helen Rogerson

Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018~2019
<p>1. To monitor and support the implementation of our new PSHE scheme of work 'Jigsaw'.</p>	<p>-Ensure that all classes have 45 minutes (KS1) or an hour (KS2) set aside each week for Jigsaw on their timetables.</p> <p>- Book scrutinies and learning walks to look at the teaching and learning taking place (check against each class' Jigsaw planning.</p> <p>-Make sure that Friday's assembly incorporates Jigsaw's weekly celebration and that adults and children in school are taking part in this.</p> <p>-Jigsaw songs to be learnt in song practise and played during some lunchtimes.</p>	<p>Helen Rogerson</p>	<p>-Children enjoy and look forward to their Jigsaw lessons.</p> <p>-Each class learns, at an age appropriate level, about all areas of the PSHE curriculum.</p> <p>-A whole school approach to learning PSHE and about caring and learning about those around us.</p> <p>-Jigsaw's weekly celebrations: there as something children enjoy working towards and is translated into their overall attitude and behaviour.</p>	<p>Jigsaw has been taken on as a whole school approach and there has been very positive feedback from staff, parents and children.</p> <p>Overall, the children seem to look forward to their Jigsaw lessons and have a positive attitude towards PSHE lessons.</p> <p>Jigsaw's weekly celebrations are looked at and added to throughout each week and children named are celebrated during Friday's assembly.</p> <p>The children have shown a good understanding of what they are learning through Jigsaw and are applying this independently or with support.</p>
<p>2. To ensure that any new resources needed to support the new scheme are sourced.</p>	<p>-Any books or films needed to teach Jigsaw are sourced either on ibooks, youtube or as a hard copy.</p> <p>-Have a Jigsaw display that changes with each half term's topic (front hallway of school).</p> <p>- Ask class teachers to make me aware of any other resources that they feel they need for their Jigsaw lessons.</p>	<p>Helen Rogerson</p> <p>(Talk to W.Barshan)</p>	<p>-Jigsaw is taught the way it is meant to be to make a high, positive impact on the children.</p> <p>-Books, films etc will support children in understanding and linking their learning to the world around them.</p> <p>-Jigsaw display to remind children of behaviours and attitudes that should be displayed as well as be used as a way to communicate to parents about what their children are learning in PSHE.</p>	<p>Jigsaw books for each class have been bought to enable teachers to use the correct resources.</p> <p>Whole school Jigsaw display changes each half term and I have observed children finding out what other classes are learning and discussing it. Next year, I would like to get some more inspiring visuals for some of the topics.</p>

3.	<p>To monitor the use of the new PSHE assessment that links to 'Jigsaw'.</p>	<p>-Check that 'My Learning Progress This Year' sheet is stuck at the front of each Jigsaw Journal and filled in by teacher throughout the year.</p> <p>-Check at the start of each topic, the child and teacher assessment sheet is stuck in their books.</p> <p>-Monitor the use of assessment sheet by children and teachers after assessment tasks have been completed.</p>	Helen Rogerson	<p>-Teachers to easily see how each child in their class is getting on.</p> <p>-Child and teacher have the opportunity to share their thoughts on how they are progressing in each topic.</p> <p>-Teachers can see (and pass on) the progress that children have made.</p>	<p>Having discussed with class teachers and another PSHE/Jigsaw leader, we decided not to use Jigsaw's 'My Learning Progress' sheets for the topics and year. Instead we are using topic assessment question sheets and then results sheets to show children's attainment all on one document. I have monitored the use and effectiveness of these so far.</p> <p>All children are completing the half termly topic assessment sheets and teachers are using these to help make a teacher judgement of whether each child has the expected understanding and what they need to develop.</p>
4.	<p>To continue the development of healthy eating and sustainable development in school.</p>	<p>-Continue gardening club next academic year</p> <p>-Classes to use more of the cooking equipment. HR to run a short training session on the appliances we have and how to use the induction hobs.</p> <p>-Ask school council to get feedback from classes on what they think of the healthy dinners and how they could be improved.</p>	Helen Rogerson  (talk to school council lead)	<p>-Understanding of how to grown their own fruit, veg and herbs etc.</p> <p>-Children to have a bit of time in a relaxed and calm environment while gardening.</p> <p>-Teachers feel more confident using it with the children.</p> <p>-Maintain healthy eating in school.</p>	<p>Gardening club during lunchtimes has been a huge success again and a range of children enjoy learning how to prepare the soil and grow fruit, veg and herbs.</p> <p>We have also entered the Meal in the Barrow competition that involves the children designing a menu and growing those ingredients (part of BBC Gardener's world).</p> <p>I have shown those class teachers that have wanted to use the cooking equipment how to use the induction hobs but not all staff. I'd like to run a staff training session so that teachers feel more confident to cook more regularly.</p>

# MOSELEY C OF E PRIMARY SCHOOL

## PE ACTION PLAN

2017-2018

**LEADER: C.Mandell**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018 - 2019
1.	To develop and maintain high quality delivery of PE across all key stages within school.	<p>*Membership to Bishop Challenor school sports partnership who will deliver twilight sessions to all staff covering a range of different aspects of PE.</p> <p>*C.Mandell to monitor planning of PE to ensure skills are taught and developed across each key stage</p> <p>*C.Mandell to support new staff and ensure they are confident in delivering PE. Support with training and additional resources if necessary.</p>	C.Mandell	Staff confidence and competence in delivery of PE lessons to ensure children receive high quality teaching and all areas of the National Curriculum are taught	<p>Two twilights have been delivered and staff found them very useful.</p> <p>C.Mandell to complete monitoring in summer term</p> <p>Subscription to The PE hub has helped staff with planning and delivery of PE lessons.</p>
2.	To continue liaisons with external providers who deliver specialist teaching in various aspects of PE	<p>*Plan providers across year and ensure all staff are kept informed</p> <p>*Depending on PE premium budget – employ yogabugs to run weekly yoga sessions as part of PE lessons</p>	C.Mandell	Children receive specialist coaching in a variety of sports	<p>Range of providers have come into school throughout the year to give children the opportunity to try different sports and activities</p> <p>Yoga bugs to run 8 week trial block with reception, w/c 21.05.18</p>
3.	To continue to provide opportunities for children to participate in both inter and intra competitions	<p>*Membership to the Bishop Challenor school sports partnership and participation within their school games calendar</p> <p>*Support Bronze Ambassadors in the organisation of inter house competitions within their Key stage/class and ensuring that results are collected and collated</p>	C.Mandell	Children experience competitive sport	<p>We have participated in every L2 schools event that we were able to attend</p> <p>CM meets regularly with Bronze Ambassadors and they have planned their activities for Sports and health week 2018</p>

		<p>*Participation in South Birmingham District football league</p> <p>*Participation in Kings Norton Netball league</p>			<p>We have participated in South Birmingham District football league</p> <p>We have participated in Kings Norton Netball league</p>
4.	To ensure promotion of school sport, particularly the Sainsbury's games.	*Use newsletters, school website and twitter account as opportunities to share our practice and success.	C.Mandell	To contribute towards the School games mark	Termly newsletter sent out and all successes and PE news shared via our twitter page
5.	To audit and update PE equipment and resources	<p>*To assess the quality and quantity of current PE equipment and order any necessary new items</p> <p>*To replace some of the large PE equipment in hall, particularly ropes on wall bar system</p> <p>*Depending on PE premium budget, install two outdoor table tennis tables on KS2 playground to encourage children to be active during playtimes.</p>	C.Mandell	Children to have access to sufficient and adequate equipment during PE lessons and after school clubs	<p>New wall bars installed in Spring term 2018</p> <p>2 x outdoor table tennis tables installed in Spring term 2018 and timetable for class use established.</p>

# MOSELEY C OF E PRIMARY SCHOOL

## COMPUTING ACTION PLAN

2017-2018

**LEADER: Mr Sahed**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018~2019
1.	To update school website.	<ul style="list-style-type: none"> <li>• Update photos and videos on website.</li> <li>• Improve usability of website.</li> <li>• Introduce more interactive elements for parents, teachers and governors on website.</li> </ul>	Mr Sahed	Review website after updates. Give out feedback sheet to parents for feedback on areas of improvement.	School website continually being updated. Further updates still required.
2.	To improve teaching and understanding of E-Safety.	<ul style="list-style-type: none"> <li>• Ensure all teachers are up to date on all e-safety policies.</li> <li>• Improve promotion of e-safety on website and around school.</li> <li>• Run at least 2 workshops for parents on e-safety.</li> <li>• Teach more about the dangers of extremism and radicalisation online.</li> </ul>	Mr Sahed	Feedback from e-safety workshop from parents. Feedback from children on their knowledge on e-safety in today's climate.	Very positive feedback from e-safety workshops and good e-safety lessons taught. Extremism and radicalisation were on agenda for PiP meeting, however, meeting was cancelled due to adverse weather conditions.
3.	Update key computers around school which need updating.	<ul style="list-style-type: none"> <li>• Buy new computers (or laptops) for key areas of school (office, Liz, hall).</li> <li>• Update any software required.</li> </ul>	Mr Sahed	Feedback from staff on performance of computers once installed.	New computers have been bought for key areas of the school and all staff have received new laptops. Older laptops used for other staff and governors. Monitoring software has been looked at with ICT staff and waiting further updates.

		<ul style="list-style-type: none"> <li>• Discuss with SLT about any potential software required.</li> <li>• Look into monitoring software so staff can effectively support children's learning in the compact Media Suite as well as monitor for reasons of safeguarding.</li> </ul>			
4.	Update entertainment system in hall.	<ul style="list-style-type: none"> <li>• Update sound system.</li> <li>• Update computer.</li> <li>• Organise space to look better.</li> <li>• Create a classification system for wires and extras.</li> <li>• Teach children how to maintain system and use it when required.</li> <li>• Update staff on common issues which may come up and how to fix them</li> </ul>	Mr Sahed	Teacher's feedback on accessibility of new system. Ability of system when used for PTA events (feedback from PTA)	Computer updated, space cleared and children being taught how to use system. Sound system not updated as budget was used on new computers. Have been updating teachers on common issues as and when issues arise. Classification for wires no longer required as wires have been organised and cleared up.
5.	Support teaching of Jigsaw (PSHE program) through the website.	<ul style="list-style-type: none"> <li>• Showcase current Jigsaw topics.</li> <li>• Provide useful links and information.</li> <li>• Help parents support learning at home.</li> </ul>	Mr Sahed	Feedback from parents on usefulness of site regarding Jigsaw and feedback from PSHE coordinator (Miss Rogerson).	Jigsaw page created on website with useful links to help support parents.



# MOSELEY C OF E PRIMARY SCHOOL

## HISTORY ACTION PLAN

2017-2018

**LEADER: Mr A Sahed**

	Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
1.	To rename and reorganise Heritage Week to 'Community and culture week'.	<ul style="list-style-type: none"> <li>• Organise a community project for the school to partake in.</li> <li>• Collate file of ideas, lessons etc for each year group to use as a basis for the week.</li> <li>• Organise activities in school regarding different communities and different cultures.</li> <li>• Collate a file of evidence from the week.</li> <li>• Conduct pupil/parent/staff/visitor evaluations.</li> <li>• Advise and provide support to classes for Community and culture week.</li> </ul>	Mr Sahed	Children are engaged and have opportunities to learn about different communities and cultures around Birmingham.	Community and culture week held in school. Community project being done by Year 5 with 3FF but no project with whole school and community due to time constraints.
2.	To re-organise history resources in line with IPC topics.	<ul style="list-style-type: none"> <li>• September 2017 – audit IPC topics and resources required. Order as necessary.</li> <li>• Repeat at the beginning of Spring 2018 and Summer 2018.</li> <li>• Ensure new topic boxes are made and resources stored as required.</li> </ul>	Mr Sahed	Children can develop their research skill through the use of primary and secondary sources (including real artefacts).	All IPC topics looked at and staff given opportunities to request resources. New topic boxes not made as IPC being revived and changed for 2018-19.
3.	To promote a more cross-curricular approach to teaching History.	<ul style="list-style-type: none"> <li>• Discuss with staff about linking History into other subjects.</li> <li>• Audit planning and work to see if links to History are being made.</li> <li>• Provide resources to help teaching with History in a cross-curricular approach.</li> </ul>	Mr Sahed	To use History more within the timetable and promote a more cross-curricular approach to teaching. Develop children's love for history through more interactive learning allow them to see and feel history, rather than just reading about it.	Planning audited and opportunities for resources provided to staff. History teaching and linking reviewed and discussed by SLT in staff meeting when all foundation subjects reviewed.

4.	To promote History around school with displays.	<ul style="list-style-type: none"> <li>• Create displays to promote History in school.</li> <li>• Look at links on the website to promote History.</li> <li>• Look at classrooms for History displays.</li> </ul>	Mr Sahed	Develop children's love for history through more displays, where they can extend their learning or see work they had previously worked on.	Classroom have had history display with History topics. Discussed the setup of a history school display with SLT. Display to go outside KS2 toilets.
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# MOSELEY C OF E PRIMARY SCHOOL

## GEOGRAPHY ACTION PLAN

2017-2018

**LEADER: Rebecca Stent**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018~2019
1.	To identify trends in achievement in Geography.	<p>Monitor books to ensure that objectives planned for are being covered.</p> <p>Go on learning walks around classrooms.</p> <p>Talk to teachers and pupils about teaching and learning in geography.</p>	RS	<p>To ensure that pupils are being taught the skills and knowledge required under the IPC curriculum.</p> <p>Make sure that teachers and pupils are aware of the expectations and their progress in geography.</p> <p>Identify areas of weakness for improvement and address this.</p>	<p>Currently the geography being taught across the school uses different resources with opportunities for students to be creative and evidence of practical work in planning/some in books.</p> <p>However the new foundation assessment spreadsheets will better track progress against the national curriculum objectives. This can then be monitored more effectively next year. This will also make it easier to identify areas of weakness.</p>
2.	To identify students thoughts and knowledge about geography.	<p>Interview students/create student questionnaire across all year levels to find out what they think/know about geography.</p>	RS	<p>Find out gaps in knowledge/what and how chn would like to learn in geography.</p>	<p>Most students identified geography as learning about different countries and using maps. Few mentioned things like rivers, mountains, towns etc. This can be addressed as teaching of geography against curriculum standards becomes more specific.</p>

3.	Continue to raise awareness of geography across school with annual geography day during Heritage week.	<p>Get ideas from teachers about potential topics – how this would fit in with IPC learning.</p> <p>(discussed with CE that in light of new assessment objectives for Geography, the day could be linked around one of these across the whole school and fit in with the Football World Cup in the summer)</p>	RS	An opportunity for in depth/practical learning in geography.	Continue to do this as a way of increasing awareness and enthusiasm for geography.
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# MOSELEY C OF E PRIMARY SCHOOL

## MUSIC ACTION PLAN

2017-2018

**LEADER: C. Mandell**

	Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
1.	To monitor the teaching of Music in IPC topics	<p>*Ensure requirements of Music curriculum are being met through current IPC topics</p> <p>*Ensure staff collect evidence of practical music lessons and that they are stored on staff common</p>	C.Mandell	*Ensure all children receive a broad and balanced Music education that meets the requirements of the National Curriculum	<p>With new curriculum mapping for 2018/2019 ensure that there is development of music skills across the year groups.</p> <p>Continue to encourage staff to collect practical music evidence and ensure it is recorded in books.</p>
2.	To provide opportunity for children in KS2 to perform in celebration assembly	<p>*Adapt timetable to ensure organisation of musician runs smoothly and parents are aware of their child's performance date:</p> <p>- timetable on website</p> <p>- timetables in classrooms</p> <p>- to be added to children's weekly newsletter (Head boy &amp; head girl) to celebrate this week's performer and remind next performer</p>	C.Mandell	*To ensure that all children who learn instruments in school and outside of school have the opportunity to perform and share their talent with the school	<p>Celebration assembly musician has run well this year.</p> <p>Timetables have been shared on dojo, in classrooms and on weekly newsletter.</p> <p>Consider two musicians per week next year?</p>
3.	To continue to develop Choir and to do some performances in the wider community, eg: Church Fete/Care home	<p>*C.Mandell to run weekly lunchtime rehearsal</p> <p>*Choir to perform a concert every term for parents and guests</p> <p>*Choir to perform a concert at a venue in the community</p> <p>*Choir to take part in Birmingham Schools Summer Gala</p>	C.Mandell	*Children to experience being part of a large choir, improving their singing skills and working together as one team to perform in concerts.	<p>Choir running very well this year.</p> <p>54 members in choir.</p> <p>Choir have performed Christmas and spring concert.</p> <p>Choir to perform at St Agnes Church Fete and school summer fair.</p> <p>Choir currently rehearsing for Youth Proms 2018</p>

MOSELEY C OF E PRIMARY SCHOOL

ACTION PLAN (RE)

2017-2018

LEADER: F. Barker

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
1.	To embed new curriculum, 'Understanding Christianity: Text, Impact, Connections'	<ul style="list-style-type: none"> <li>- Support staff in planning and implementing Understanding Christianity units.</li> <li>- Collate feedback both on long term plan and UC units.</li> <li>- Monitor assessment tool for UC units.</li> </ul>	FB	Incorporation of new UC and AS units into RE Curriculum from EYFS to Y6.	Understanding Christianity embedded into curriculum for RE and staff confident to plan lessons using the new materials. Assessment tool in place and being used for both UC and Agreed Syllabus units.
2.	To continue to develop resources for teaching different faiths.	<ul style="list-style-type: none"> <li>- Develop teaching resources/artefacts for faith-based celebrations and traditions.</li> </ul>	FB	Diverse range of resources available to support teaching and awareness of a range of faiths.	Boxes in cupboards refreshed and updated. Artefacts and resources available for lessons across each of six world religions.
3.	To develop list of ideas for prayer corners in classrooms.	<ul style="list-style-type: none"> <li>- Ideas sheet and resources, suggestions for enhancements during celebrations for faiths other than Christianity.</li> </ul>	FB	Well-used, relevant and diverse prayer corners in classrooms.	Verbal advice given to members of staff, where requested, however most prayer and reflection corners were well used and changed frequently. Will continue to monitor during 2018/19.

**MOSELEY C OF E PRIMARY SCHOOL**

**ACTION PLAN (COLLECTIVE WORSHIP)**

**2017-2018**

**LEADER:**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
1.	To integrate Jigsaw themes into assembly structure.	<ul style="list-style-type: none"> <li>- Jigsaw assembly each half term to introduce whole school theme</li> <li>- Links made between Jigsaw and bible texts</li> </ul>	HR/VS	Establishing Jigsaw themes throughout ethos of school.	Jigsaw assemblies incorporated into each half term. Jigsaw celebrations included each Friday morning.
2.	To integrate celebrations of major world faiths into assembly pattern.	<ul style="list-style-type: none"> <li>- Assemblies focussed at different times of celebration, e.g. Diwali, Eid, Chinese New Year, Holi</li> <li>- Assemblies led by members of different faith traditions, including staff, pupils, faith leaders, visitors</li> </ul>	FB/VS	Growing awareness and celebration in cultural and religious diversity within community.	Assembly for Diwali. Celebrations board in corridor to highlight different festivals. Further work on this required into the coming academic year.

**MOSELEY C OF E PRIMARY SCHOOL**


**ACTION PLAN SEND**

**2017-2018**

**LEADER: SENCO**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
<b>1</b>	Emotional support to be provided for identified pupils	<ol style="list-style-type: none"> <li>1. Malachi – a specialist family support service, 2 x ½ day a week for pupils and family. (2 new staff from Malachi)</li> <li>2. Development of a Wellbeing hub</li> <li>3. Development of Wellbeing groups</li> </ol>	VS	<ol style="list-style-type: none"> <li>1. Support the pupils and their families</li> <li>2. Provide the pupils with strategies to enable them to feel more emotionally secure.</li> <li>3. Key staff will be able to deliver Mindfulness interventions</li> </ol>	
<b>2</b>	Develop awareness in school of Dyslexia and other related Specific Learning Difficulties to include Dysgraphia	<ul style="list-style-type: none"> <li>• Training from EP or PSS</li> <li>• Cost TBC</li> </ul>	EP/PSS/SENCO	<ul style="list-style-type: none"> <li>• Develop an understanding of how to recognise and support pupils with dyslexia and other SPLD</li> <li>• To understand the spectrum of SPLD</li> </ul>	



3	Introduce the use of AET Progression framework to track progress of children with AS	<ul style="list-style-type: none"> <li>With support from CAT introduce the progression framework for the pupils with AS.</li> </ul>	CTs. TAs/ SENCO / CAT	<ul style="list-style-type: none"> <li>Able to track the small steps of progress made that are not measured through conventional tracking systems</li> </ul>	
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# MOSELEY

CHURCH OF ENGLAND  
PRIMARY SCHOOL



**SCHOOL IMPROVEMENT PLAN SUBJECTS 2018~2019**

# MOSELEY C OF E PRIMARY SCHOOL

## ASSESSMENT ACTION PLAN

2018-2019

**LEADER: Clare Edwards**

Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019-2020
<p><b>1.</b></p> <p>To introduce new foundations subject assessment documents and tracker system for years 1-6</p>	<p>-CE to develop assessment sheets based upon National Curriculum Objectives for all foundation subjects</p> <p>-CE to develop tracker system with for foundation subjects which links directly to the assessment sheets</p>	<p>CE to create</p> <p>All staff to complete.</p>	<p>-Much better record keeping of children's abilities in foundation subjects.</p> <p>-Teaching is more targeted/ differentiated within foundation subjects based on info on tracker.</p>	
<p><b>2.</b></p> <p>To ensure all stakeholders are kept up to date with information about the introduction of new x tables mathematics tests for y4</p>	<p>-CE and AP to maintain awareness of any documents released about the introduction of the testing.</p> <p>-Staff meeting utilised to share information with all staff.</p>	<p>CE and AP</p>	<p>-All stakeholders fully aware of, prepared for and confident with testing procedures to be introduced.</p>	
<p><b>3.</b></p> <p>To ensure all teaching staff (including new, part time, etc) are familiar with all of the internal and external assessment procedures related to their year groups.</p>	<p>-CE to hold induction/ training sessions with new staff.</p> <p>-CE to create an overview of assessment expectations for all subjects to be distributed to</p>	<p>CE</p>	<p>-All staff know what to assess, how and when and where/ when to record the information accurately and appropriately.</p>	

		all staff.			
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# MOSELEY C OF E PRIMARY SCHOOL

## READING ACTION PLAN

2018-2019

**LEADER: A. Perry**

	Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019-2020
1.	To continue to raise expectations in reading so progress is accelerated and more children are reaching the expected level of ability	<ul style="list-style-type: none"> <li>- To promote reading across the school by raising interest and supporting national days of reading – Roald Dahl day, Shakespeare Week, World Book day etc...</li> <li>- Pupil Progress Meetings evaluate the impact of teaching of reading and the success of the interventions put in place.</li> <li>- Reading outcomes are improved and progress is at least in line with or exceeding expectations.</li> </ul>	<p>Amanda Perry</p> <p>C.Edwards (Pupil Progress Meetings)</p>	<ul style="list-style-type: none"> <li>- More pupils in Year 6 are achieving the expected level in reading by the end of the year.</li> <li>- To ensure children who did not pass the KS1 phonics test will pass it by the end of Year 3.</li> <li>- There are continued whole school improvements in reading.</li> <li>- Progress is seen during Pupil Progress Meetings and interventions are put in place where necessary.</li> </ul>	
2.	The teaching of reading is improved and so standards continue to improve throughout the school	<ul style="list-style-type: none"> <li>- Introduce a 'Guided Reading Book' in KS2 for a guided reading 'lesson' to be taught at least 3 times a week with groups of children listened to as and when necessary in the other 2 sessions.</li> <li>- Guided reading sessions to be planned for using the year group objectives for reading and so more emphasis can be given to reading comprehension, inference and deduction skills.</li> <li>- Staff meeting time given to introducing the teachers to the expectations of the guided reading lesson and where to</li> </ul>	A.Perry	<ul style="list-style-type: none"> <li>- It will be easier for the teacher to guide the session towards areas of reading and comprehension that need further explanation.</li> <li>- It will be easier for the teacher to highlight gaps / weaker areas in the children's learning.</li> <li>- It will be easier to ensure coverage of the year group expectations.</li> <li>- Confidence with reading and comprehension of a text will improve</li> <li>- All children will be reading the same text and so children will be enthused</li> </ul>	

		<p>put the planning on the English weekly planning sheet.</p> <ul style="list-style-type: none"> <li>- KS1 to continue with reading groups and hear each child read at least once a week</li> <li>- Visual Literacy/Talk for Reading can be taught through 'Literacy Shed Plus' as a way of engaging children, and increasing their confidence, in various texts and genres of reading.</li> <li>- Monitor planning to ensure there is a cross curricular approach to reading in other subjects as well as 'Guided Reading'.</li> <li>- Use Blooms Taxonomy of Questioning during the Guided Reading sessions so children are more aware of deeper thinking / higher level comprehension questions</li> <li>- End of term reading assessments show progress being made and teacher judgements are therefore more accurately reflecting the ability of their children.</li> <li>- Monitor guided reading books as well as planning to ensure wide coverage of the learning objectives for each year group.</li> </ul>		<p>by reading.</p> <ul style="list-style-type: none"> <li>- Visual literacy will help the children with their understanding of texts and increase talk for reading opportunities</li> <li>- Teachers are ensuring that reading is embedded into other subjects and so more purposeful to the children's reading ability and confidence with a variety of texts and text structures</li> <li>- Teachers are thinking about the impact of reading more by planning for it on the English sheet and other curriculum planning grids.</li> <li>- Reading outcomes are improved in all year groups, with progress in line with or exceeding national averages.</li> <li>- Teaching is clearly planned to fill gaps and objectives children show less confidence in.</li> </ul>	
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3.	To understand pupil voice as a way of improving reading throughout the school	<ul style="list-style-type: none"> <li>- Head Girl and Head Boy to discuss reading with children from each class and gather opinions as to the impact of the new guided reading sessions</li> <li>- As a result of opinions audit the quality of texts being read to ensure they are suitable challenging and engaging</li> </ul>	A.Perry	<ul style="list-style-type: none"> <li>- Pupil voice should be positive about the teaching of reading and the texts used.</li> <li>- Pupils will discuss their confidence with the Blooms Taxonomy of questions and how they think it is helping their understanding and comprehension of a text.</li> </ul>	
4.	Set up a collaboration of schools to provide reading buddies and as a way of externally monitoring reading judgements and sharing good practice	<ul style="list-style-type: none"> <li>- Schools can meet together to monitor reading judgements and share good practice with reading.</li> <li>- Reading buddies can be used in a partner school for book reviews and reading challenges</li> </ul>	A.Perry	<ul style="list-style-type: none"> <li>- To increase enthusiasm for reading across the school</li> <li>- To share good practice by meeting other English leads.</li> <li>- To ensure the accuracy of our judgements through external moderation.</li> </ul>	
5.	To ensure all children are being taught reading to their individual level of ability	<ul style="list-style-type: none"> <li>- Vulnerable groups of lower ability children are being given necessary support and intervention to close the gap between them and the expected level of reading ability.</li> <li>- More able readers are being challenged through extension tasks and deeper levels of thinking</li> <li>- Staff meetings are given to moderate progress in reading and to discuss the guided reading sessions.</li> <li>- Planning and books are monitored to identify opportunities for differentiation in all activities.</li> </ul>	A.Perry	<ul style="list-style-type: none"> <li>- Guided reading sessions offer differentiation to support lower ability readers with their comprehension. Retrieval and inference skills.</li> <li>- Higher ability readers are being challenged with questions. Based around Blooms Taxonomy, which stretch their thinking and provide opportunities for higher level inference and deduction skills to be used.</li> <li>- Pupils show improved reading outcomes and increased confidence in understanding the reading objectives.</li> </ul>	

# MOSELEY C OF E PRIMARY SCHOOL

## WRITING ACTION PLAN

2018-2019

**LEADER: A. Perry**

	Intended Outcome	Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019-2020
1.	To continue to monitor the effectiveness of the new writing strategy being implemented across the school	<ul style="list-style-type: none"> <li>- To ensure the writing structure for each genre is being followed, according to the writing strategy implemented last year.</li> <li>- To ensure that the 'Working Wall' is being used effectively in each classroom and the displays, incl WAGOLL examples, are being accessed and understood by all children.</li> <li>- To continue to monitor planning and books to ensure there are opportunities for cross-curricular writing where possible.</li> <li>- To ensure non-fiction writing is being taught effectively within IPC and Science and clear differentiation can be seen.</li> </ul>	A. Perry	<ul style="list-style-type: none"> <li>- To continue to raise standards in writing across the school.</li> <li>- To ensure new staff have the required understanding of the new strategy to teach writing correctly.</li> <li>- To ensure the 'Working Walls' are being used effectively to help raise standards in writing.</li> <li>-</li> </ul>	
2.	To continue to raise standards in writing throughout the school	<ul style="list-style-type: none"> <li>- To introduce a progress book for each child from year 1 to Year 6 that will follow them up the school showing their progress year on year with writing.</li> <li>- To monitor the progress books to ensure they are being used effectively by the staff to show progress from</li> </ul>	A. Perry C. Edwards (Pupil Progress Meetings)	<ul style="list-style-type: none"> <li>- To ensure it is much easier to identify where progress is being made, from the beginning of a topic to the end, when the children are writing independently and being able to show the writing skills they have learnt.</li> </ul>	



		<p>each 'Cold to Hot Write' cycle</p> <ul style="list-style-type: none"> <li>- To introduce an editing pen for each child</li> </ul>		<ul style="list-style-type: none"> <li>- To enable the children to more easily edit and improve their work before putting their final draft into their progress books.</li> <li>- Writing improvements can be seen in Pupil Progress Meetings and interventions put in place where necessary</li> </ul>	
3.	To ensure that visual literacy is being used as a way to continue to raise standards in writing throughout the school	<ul style="list-style-type: none"> <li>- English lead to go on a visual literacy course to then deliver the training to the staff</li> <li>- To create an overview of how visual literacy is being used throughout the school</li> <li>- To provide parents with information on visual literacy through an information session</li> <li>- To monitor the use of 'Literacy Shed Plus' to ensure it is being used effectively.</li> <li>- To use pupil voice to find out the views of the children about visual literacy</li> </ul>	A. Perry	<ul style="list-style-type: none"> <li>- To continue to raise standards in writing across the school</li> <li>- To develop and support staff in their knowledge and use of visual literacy</li> <li>- To ensure that 'Literacy Shed Plus' is being used to help raise standards in writing.</li> <li>- Head Girl and Head Boy to ask children their opinion of visual literacy and the impact it is having on their writing.</li> </ul>	

# MOSELEY C OF E PRIMARY SCHOOL

## SPaG ACTION PLAN

2018-2019

**LEADER: A. Perry**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019-2020
<b>1.</b>	To introduce a new, whole school spelling scheme to run alongside the Nelson scheme we use at the moment	<ul style="list-style-type: none"> <li>- To find a way of giving spellings that challenge the children further.</li> <li>- To deliver effective training and get feedback on how the scheme is being used in each class.</li> <li>- To monitor the impact the new scheme is having on children's spelling in general</li> <li>- To provide parents with information on the new spelling strategy through an explanatory letter home / information session</li> </ul>	<p>A. Perry</p> <p>C. Edwards ( Pupil Progress Meetings)</p>	<ul style="list-style-type: none"> <li>- To raise standards in spelling throughout the school and so raise standards in writing.</li> <li>- To see a link to children choosing higher level vocabulary within their writing.</li> <li>- SPaG results improve and progress can be seen in Pupil Progress Meetings with SLT</li> </ul>	
<b>2.</b>	To understand pupil voice by getting the Head Girl and Head Boy to ask a variety of children their opinions of spelling and the use of the new spelling strategies	<ul style="list-style-type: none"> <li>- Head Girl and Head Boy to lead termly meetings with the children to gain an understanding of the children's opinions about spelling and whether they think the new scheme is working in their class</li> <li>- They feedback to the Eng lead who will then draw up an action plan if and when required.</li> <li>- Eng lead to then feedback findings to SLT/C and S</li> </ul>	A. Perry	<ul style="list-style-type: none"> <li>- Pupil voice will show that the children are engaging with the new spelling scheme and seeing it help their confidence with spelling in general and with word choices linked to their writing.</li> </ul>	

3.	To ensure SPaG features and objectives can be seen in all other subject areas	- To ensure SPaG continues to be taught in a designated lesson each week and then that the objectives are being seen in other curriculum areas in order to promote high expectations and increased accuracy in all writing.	A. Perry	To ensure children have fluency and knowledge of SPaG terminology and are able to see the purpose of SPaG features in all writing opportunities.	
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# MOSELEY C OF E PRIMARY SCHOOL

## SCIENCE ACTION PLAN

2018-2019

**LEADER: MISS H ROGERSON**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019-2020
<b>1.</b>	To create/ handover more responsibilities to the science ambassadors.	<p>Science ambassadors to create and deliver a questionnaire about science to their class mates. Share with myself and discuss improvements that could be made.</p> <p>Hand over responsibility of paper recycling to them.</p> <p>Provide science ambassadors with more exciting opportunities to develop their love of science further.</p>	Helen Rogerson	<p>Science ambassadors feel they have responsibilities within the school.</p> <p>Use the results from the questionnaires to develop science further around school and increase the children's enjoyment and enthusiasm further.</p>	
<b>2.</b>	To ensure that the resources are available so that science can be a part of the new cross curricular approach	<p>Reorganise the current science resources so they are more easily accessible for teachers.</p> <p>Ask teachers for a list of any additional resources needed having shared what we already have.</p> <p>Order resources throughout the year as we go through the first year of this new approach.</p>	Helen Rogerson	<p>Teachers are aware of all the resources that are available and that these can easily be accessed.</p> <p>Science lessons continue to have regular practical aspects while being taught as part of this new approach.</p>	
<b>3.</b>	To monitor the teaching and learning of science.	<p>Monitor how science links to the new topics</p> <p>Monitor coverage of science is still taking place alongside or within the new topics.</p>	Helen Rogerson	<p>Science is fully covered alongside or within new topics.</p> <p>More regular, obvious links between science objectives and the world around us through the topics.</p>	

**MOSELEY C OF E PRIMARY SCHOOL**

**ACTION PLAN - SEND**

**2018-2019**

**LEADER: SENCO – T Hussey**

	<b>Intended Outcome</b>	<b>Action (inc link to budget and training implications where appropriate)</b>	<b>Staff Leader</b>	<b>Intended Impact/Results</b>	<b>Final outcomes / Implications for 2017-2018</b>
<b>1</b>	<b>Audit staff training needs and identify strengths/areas of development in relation to supporting pupils with SEN.</b>	<ol style="list-style-type: none"> <li>4. Staff to complete audit sheet to identify areas of strengths and facilitate shared practice.</li> <li>5. Staff to complete audit sheet to identify areas for development.</li> <li>6. TH to have verbal conversations with staff.</li> <li>7. Training and/or support for staff through staff meetings or other Inset sessions.</li> <li>8. Opportunities for training sources through outside agencies.</li> </ol>	TH/ PSS/ EP/ CAT	<ul style="list-style-type: none"> <li>• Staff will have a secure understanding of their role as outlined in the Code of Practice.</li> <li>• Staff are able to share good practice with colleagues.</li> <li>• Staff will feel more confident in planning for and teaching pupils with a SEN.</li> </ul>	
<b>2</b>	<b>Implement consistent use of ITP (target) sheets to inform planning, assessment and appropriate provision.</b>	<ol style="list-style-type: none"> <li>1. Carry out standardised assessments to obtain correct attainment data.</li> <li>2. Use evidence over time from books to check gaps in attainment.</li> <li>3. Use Toolkit tracker and continuums to set appropriate targets.</li> <li>4. Class teachers to have a copy of ITP targets to use in planning.</li> <li>5. Track progress of targets through</li> </ol>	EP/PSS/ SENCO	<ul style="list-style-type: none"> <li>• Class teachers will be more aware of the individual targets their pupils with an SEN are working on.</li> <li>• Regular reviews allow for consistent monitoring of impact of provision.</li> <li>• Class teachers more confident in adapting targets to suit individuals e.g. <i>make more challenging</i>, in</li> </ul>	

		<p>termly reviews.</p> <p>6. Use review formats to ensure provision plans are in place and measuring impact.</p> <p>7. SENCo to support class teachers and TA's in target setting, adapting provision and delivery.</p>		<p>order to accelerate progress.</p>	
3	<p><b>Develop target review strategies for informing parents of children with SEN, of pupil progress in relation to individual targets.</b></p>	<ul style="list-style-type: none"> <li>• Termly reviews with parents to be scheduled.</li> <li>• Copies of ITP targets sent home so parents aware of targets being worked on.</li> <li>• SENCo to contact parents as and when necessary and on request, to comment on progress towards targets.</li> <li>• Reviews with teacher to measure progress against targets.</li> </ul>	TH/ CT's	<ul style="list-style-type: none"> <li>• Parents are aware of individual targets.</li> <li>• Parents are more involved in child's learning and are able to share targets at home.</li> <li>• A supportive partnership between school and parents.</li> </ul>	
4	<p><b>Develop consistent approaches for pupils with a specific learning need i.e. ASD and Down Syndrome, to support curricular planning and appropriate provision.</b></p>	<ul style="list-style-type: none"> <li>• Training for staff for awareness of Down Syndrome sourced and implemented.</li> <li>• Support from Pupil and School Support and the Communication and Autism Team with planning for differentiation and curricular adaptation.</li> <li>• Use strategies from the CAT team to support pupils with ASD in transition to new classes.</li> </ul>	TH/ PSS/ CAT/ Other outside agencies.	<ul style="list-style-type: none"> <li>• Staff will plan for individual needs and adapt the curriculum and use of learning resources to make learning accessible.</li> <li>• Pupils will make progress within lessons.</li> <li>• Pupils will be accessing lessons through a variety of resources and work that is appropriately</li> </ul>	

		<ul style="list-style-type: none"> <li>• SENCo to provide regular updates to staff to inform pedagogical practice.</li> <li>• SENCo to conduct learning walks and book scrutinies to monitor work being matched to individual need.</li> <li>• Organise support from CAT team with strategies for the self-regulation of anxiety and sensory issues</li> </ul>		<p>differentiated.</p> <ul style="list-style-type: none"> <li>• Pupils will have opportunities to learn through their preferred learning style i.e. <i>kinaesthetic, visual, auditory.</i></li> <li>• Whole school consistent approach to pupils recognising, self-regulating and having strategies to reduce anxiety (<i>i.e. emotions thermometers, time out spaces</i>) during structured and unstructured times</li> <li>• Pupils will be able to self-regulate their emotions and have strategies to use in times of anxiety.</li> </ul>	
5	<b>Develop use of ITP targets across curricular workbooks to enable teachers to formatively assess as part of the graduated response.</b>	<ul style="list-style-type: none"> <li>• Training and termly support from Pupil and School Support.</li> <li>• Use of toolkit resources.</li> <li>• TH to visit settings where practice has been successful.</li> </ul>	TH/ PSS	<ul style="list-style-type: none"> <li>• Consistent use of ITP targets in work books across lessons.</li> <li>• Evidence of achieving targets in curriculum books.</li> <li>• Teachers are using targets to mark work against.</li> <li>• Teachers are regularly assessing for learning and adapting planning as necessary.</li> </ul>	

6	<b>Audit of medical needs within school in order to review and update care plans to be safeguarding compliant.</b>	<ul style="list-style-type: none"> <li>• Send a letter home to all parents to check who currently has a medical need and to identify any changes in medication needed or changes to administration of medication.</li> <li>• Check where medication is kept in school and ensure it is always accessible.</li> <li>• Check all staff know where medication is kept in times of emergency.</li> <li>• Audit staff training for medical needs within school, and which staff are on register to administer medication e.g. <i>epipen</i> etc.</li> <li>• Parents of children with Asthma to have a copy of asthma care plan sent home, to fill in and send back to school.</li> <li>• Asthma record books kept, to detail how often inhalers are being used so GP can review.</li> <li>• Check where medical needs information is displayed and if this is compliant e.g. <i>list of allergies in kitchen</i>.</li> </ul>	TH/ VS/ CE	<ul style="list-style-type: none"> <li>• An up to date register will detail pupils in school who have a medical need.</li> <li>• Up to date information concerning which medications should be in school for each pupil and how and when the medication is administered.</li> <li>• All staff (including supply staff) will know where medication is kept.</li> <li>• A register detailing staff who have received training on medical needs in school will be in place a reviewed yearly.</li> <li>• School will have copies of asthma care plans which will be reviewed yearly.</li> <li>• Class teachers/TA's/other staff will have an asthma record book to detail administration of inhalers so this can be reviewed with GP when necessary.</li> </ul>	
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7	<b>Review Accessibility Plan to check for compliancy.</b>	<ul style="list-style-type: none"> <li>• Consult with parents, staff and governors.</li> <li>• Conduct an environmental audit to check current accessibility for compliancy.</li> <li>• Set new objectives to fulfil standards for inclusion across the school.</li> </ul>	TH/ VS/ Staff	<ul style="list-style-type: none"> <li>• Accessibility plan published and on school website.</li> <li>• All stakeholders following procedure as detailed in plan.</li> </ul>	
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# MOSELEY C OF E PRIMARY SCHOOL

## PE ACTION PLAN

2018-2019

**LEADER: J.BOULTON**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019 - 2020
1.	To develop and maintain high quality delivery of PE across all key stages within school.	<p>*Membership to Bishop Challenor school sports partnership who will deliver two hours of PE a week to develop staff CPD.</p> <p>*J.Boulton to monitor planning of PE to ensure skills are taught and developed across each key stage</p> <p>*Ensure staff are using <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> to support their planning and PE delivery.</p>	J.Boulton	<p>*Staff confidence and competence in delivery of PE lessons to ensure children receive high quality teaching and all areas of the National Curriculum are taught.</p> <p>*Focus on sustainability and best use of PE premium money to develop staff CPD.</p>	
2.	To continue liaisons with external providers who deliver specialist teaching in various aspects of PE	<p>*Plan providers across year and ensure all staff are kept informed</p> <p>*Yogabugs to run 6 week programme with every class in school over academic year.</p>	J.Boulton	<p>Children receive specialist coaching in a variety of sports.</p> <p>To support the 'Happiness project'.</p>	
3.	To continue to provide opportunities for children to participate in both inter and intra competitions	<p>*Membership to the Bishop Challenor school sports partnership and participation within their school games calendar</p> <p>*Support Bronze Ambassadors in the organisation of inter house competitions within their Key stage/class and ensuring that results are collected and collated</p> <p>*Keep an ongoing participation document.</p> <p>*Participation in South Birmingham District football league (boys and girls)</p>	J.Boulton	Children experience competitive sport	

		<p>*Participation in Kings Norton Netball league</p> <p>*Participation in Cross country league.</p>			
4.	To ensure promotion of school sport, particularly the School games.	*Use newsletters, school website and twitter account as opportunities to share our practice and success.	J.Boulton	To contribute towards the School games mark	
5.	To audit and update PE equipment and resources	*To assess the quality and quantity of current PE equipment and order any necessary new items	J.Boulton	Children to have access to sufficient and adequate equipment during PE lessons and after school clubs	
6.	To provide opportunities for children to take part in physical activity at lunchtimes and after school.	*Sports plus employed for 2 days per week to lead lunchtime clubs and after school clubs.	J.Boulton	To ensure children are as active as possible in school.	

# MOSELEY C O F E PRIMARY SCHOOL

## PSHE/ JIGSAW ACTION PLAN

2018-2019

**LEADER: MISS H ROGERSON**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019-2020
1.	To promote and increase the use of our cooking equipment through the new topic based teaching.	<ul style="list-style-type: none"> <li>• Create a list of all the cooking appliances/equipment that we have</li> <li>• Staff meeting used for training staff and making them aware of the equipment we have</li> <li>• Ensure that children have the opportunity to plan and cook their own dishes (linking to D&amp;T within topics)</li> </ul>	H Rogerson	<ul style="list-style-type: none"> <li>• Teachers feel more confident to use equipment and therefore more cooking takes place in each year group</li> <li>• Full coverage of D&amp;T and PSHE objectives linked to cooking</li> <li>• Children develop their cooking skills and an interest that they can carry on building on at home</li> </ul>	
2.	To continue promoting sustainable development within school.	<ul style="list-style-type: none"> <li>• Continuing gardening club with parent volunteers to support</li> <li>• Continue use of school garden's produce being cooked in school kitchen for lunch</li> </ul>	H Rogerson	<ul style="list-style-type: none"> <li>• Increasing children's understanding of what can be grown and the process of growing and taking care of their plants/ produce</li> <li>• Children to use gardening club as another way of having time out or relaxing</li> </ul>	
3.	To continue to raise awareness and celebrate differences.	<ul style="list-style-type: none"> <li>• Raise awareness by teaching a lesson, having an assembly or a themed day for inclusion, LGBT and work alongside SEND Coordinator for other raise awareness days.</li> <li>• Ensure that Jigsaw lessons discussing differences are followed so that we have full coverage and children have an age appropriate awareness.</li> </ul>	H Rogerson T Hussey	<ul style="list-style-type: none"> <li>• Increased awareness of differences and increased acceptance of people's differences</li> <li>• Develop children's understanding of themselves and others</li> <li>• Building up confidence to be themselves</li> </ul>	

# MOSELEY C OF E PRIMARY SCHOOL

## ACTION PLAN (RE)

2018-2019

**LEADER: F. Barker**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019-2020
1.	To develop pupils' sense of advocacy in the face of injustice.	- To work towards UNICEF bronze award.	VS/FB	Awareness of social justice and environmental issues and ways in which pupils can stand up against injustice.	
2.	To develop a programme for Y6 pupils to engage with the eucharist as part of RE curriculum.	- Workshop focussed on the eucharist based at St Mary's.	FB	Engagement with eucharist for Y6 pupils.	
3.	To develop prayer garden and focal area in entrance foyer.	- Prayer garden - Books and objects to be placed beside large stained glass cross to link with liturgical year and major festivals.	FB	Spaces for reflection created around school.	

# MOSELEY C OF E PRIMARY SCHOOL

## ACTION PLAN *(COLLECTIVE WORSHIP)*

2018-2019

**LEADER: F.Barker**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019-2020
1.	To develop pupil leadership of collective worship	<ul style="list-style-type: none"> <li>- Class leadership of Thursday (KS) collective worship.</li> </ul>	FB	Growing ownership of collective worship by pupils.	
2.	To continue to integrate celebrations of major world faiths into assembly pattern.	<ul style="list-style-type: none"> <li>- Celebrations/class assemblies focussed at different times of celebration, e.g. Diwali, Eid, Chinese New Year, Holi</li> <li>- Assemblies led by members of different faith traditions, including staff, pupils, faith leaders, visitors</li> </ul>	FB	Growing awareness and celebration in cultural and religious diversity within community.	
3.	To develop pupil evaluation of collective worship.	<ul style="list-style-type: none"> <li>- Interviews with pupils re collective worship.</li> <li>- System for regular pupil evaluation of collective worship.</li> </ul>	FB/School Council	Growing ownership of collective worship by pupils.	

# MOSELEY C OF E PRIMARY SCHOOL

## COMPUTING ACTION PLAN

2018-2019

**LEADER: Mr Sahed**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018~2019
1.	To update school website.	<ul style="list-style-type: none"> <li>• Update photos and videos on website.</li> <li>• Make sure website is compliant with GDPR</li> <li>• Create new school blog on website.</li> </ul>	Mr Sahed	Review website after updates. Review compliance to GDPR.	
2.	To teach parents about radicalisation and extremism through E-Safety workshops.	<ul style="list-style-type: none"> <li>• Run parent workshops on radicalisation and extremism through the use of online technology.</li> <li>• Ensure all teachers are up to date on all e-safety policies.</li> <li>• Improve promotion of e-safety on website and around school.</li> </ul>	Mr Sahed	Feedback from e-safety workshop from parents.	
3.	Update key computers for teachers.	<ul style="list-style-type: none"> <li>• Buy new computers for Year 2 and all of KS2.</li> <li>• Ensure all new laptops are updated.</li> <li>• Ensure all software on</li> </ul>	Mr Sahed	Feedback from staff on performance of computers once installed.	

		computers is updated.			
4.	Improve the use of iPads in school for educational purposes.	<ul style="list-style-type: none"> <li>• Staff training session on creative use of iPads.</li> <li>• Create a guide to apps and how they can be used.</li> </ul>	Mr Sahed	Use of iPads in lessons. Evidence of iPad use planned for in planning.	
5.	Teach staff about GDPR implications to using online technology in school.	<ul style="list-style-type: none"> <li>• Staff training on using online technology within GDPR guidelines.</li> <li>• Create user friendly fact file for staff and parents.</li> </ul>	Mr Sahed	Feedback from staff meeting. Feedback from parents and staff on fact file usefulness.	



**MOSELEY C OF E PRIMARY SCHOOL**

**FOREST SCHOOL ACTION PLAN**

**2018-2019**

**LEADER: Sue Swan**

<b>Intended Outcome</b>		<b>Action (inc link to budget and training implications where appropriate)</b>	<b>Staff Leader</b>	<b>Intended Impact/Results</b>	<b>Final outcomes / Implications for 2019-2020</b>
<b>1.</b>	Provide additional first hand educational opportunities for children with regard to local wildlife and the maintenance and conservation of their environments	<p>Create a small wildlife area including a small pond within the Forest School area.</p> <p>Pond liner Price £10 – £15</p> <p>Aquatic plants £10</p> <p>Advice from experts on how to set up wildlife pond and plant requirements etc. (hopefully no cost)</p>	Sue Swan	<p>To increase the diversity of wildlife and wildlife environments available for study.</p> <p>Provide first hand experiences to enhance topics taught in class.</p> <p>Varied opportunities for year groups –</p> <p>Reception/year 1 - life cycles (frog etc), aquatic plant life</p> <p>More varied life forms and habitats for comparison – yr 2 and 3.</p>	

**MOSELEY C OF E PRIMARY SCHOOL**

**ACTION PLAN *GEOGRAPHY***

**2018-2019**

**LEADER: Rebecca Stent**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2019-2020
1.	To identify trends in achievement in geography.	Monitor books to ensure that objectives planned for are being covered.  Go on learning walks around classrooms.  Talk to teachers and pupils about teaching and learning in geography.	RS	To ensure that pupils are being taught the skills and knowledge required under the national curriculum.  Make sure that teachers and pupils are aware of the expectations and their progress in geography.  Identify areas of weakness for improvement and address this.	
2.	Continue to raise awareness of geography across school with annual geography day.	Get ideas from teachers about potential topics – thinking about curriculum areas that need to be covered.	RS	An opportunity for in depth/practical learning in geography.	
3.	To investigate any new (free) resources available.	Find out what teachers are already using and get feedback on areas they feel may be lacking.	RS	A wider range of useful resources available to promote teaching and learning in geography.	

**MOSELEY C O F E P R I M A R Y S C H O O L**

**HISTORY ACTION PLAN**

**2018-2019**

**LEADER: Mr A Sahed**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
1.	To ensure classes are teaching History based on the foundation objectives (received in 2018 from Miss Edwards).	<ul style="list-style-type: none"> <li>Remind teachers to use foundation objectives and not follow IPC completely to ensure correct coverage.</li> <li>Check to see all foundation objectives are being covered from Y1 to the end of Y6.</li> </ul>	Mr Sahed	Lessons are correctly taught to the correct objective to allow for assessment of that subject based on national objectives.	
2.	To create a bank of new History resources.	<ul style="list-style-type: none"> <li>Ask parents for any old resources they would be happy to donate.</li> <li>Use budget to buy any resources required.</li> </ul>	Mr Sahed	Children can develop use more first-hand sources to learn about History and see things physically.	
3.	To ensure a local History study is completed in relevant classes.	<ul style="list-style-type: none"> <li>Discuss with staff about local History studies.</li> <li>Audit planning to see if a local study has been planned for.</li> <li>Provide support to staff on creating any local trips.</li> </ul>	Mr Sahed	Teach local studies in line with the governments objectives on local history studies. Children to learn more about the local environment they are in.	

4.	To promote History around school with displays.	<ul style="list-style-type: none"><li>• Create displays to promote History in school outside KS2 toilets.</li><li>• Look at links on the website to promote History</li></ul>	Mr Sahed	Expand children learning outside the classroom with displays. Allow children to demonstrate their work on a display.	
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# MOSELEY C OF E PRIMARY SCHOOL

## CREATIVE ARTS (MUSIC, ART & DT) ACTION PLAN

2018-2019

**LEADER: C. Mandell**

Intended Outcome		Action (inc link to budget and training implications where appropriate)	Staff Leader	Intended Impact/Results	Final outcomes / Implications for 2018-2019
<b>1.</b>	To monitor the teaching of Music, Art & DT in foundation topics.	<p>*Ensure requirements of Music, Art &amp; DT curriculums are being met through new foundation topics</p> <p>*Ensure staff collect evidence of practical lessons and that they are stored on staff common and photos are stuck into children's books.</p>	C.Mandell	*Ensure all children receive a broad and balanced Artm DT and Music education that meets the requirements of the National Curriculum	
<b>2.</b>	To provide opportunity for children in KS2 to perform in celebration assembly	<p>*Adapt timetable to ensure organisation of musician runs smoothly and parents are aware of their child's performance date:</p> <ul style="list-style-type: none"> <li>- timetable on website</li> <li>- timetables in classrooms</li> <li>- to be added to children's weekly newsletter (Head boy &amp; head girl) to celebrate this week's performer and remind next performer</li> </ul>	C.Mandell	*To ensure that all children who learn instruments in school and outside of school have the opportunity to perform and share their talent with the school	
<b>3.</b>	To continue to develop Choir and to do some performances in the wider community, eg: Church Fete/Care home	<p>*C.Mandell to run weekly lunchtime rehearsal</p> <p>*Choir to perform a concert every term for parents and guests</p> <p>*Choir to perform a concert at a venue in the community</p> <p>*Choir to take part in Birmingham Schools Summer Gala</p> <p>Choir to attend Young Voices at NEC in Jan</p>	C.Mandell	*Children to experience being part of a large choir, improving their singing skills and working together as one team to perform in concerts.	

		2019			
4.	To monitor stock and resources of Art & DT supplies.	<p>*Carry out stock audit at start of Autumn term and order as necessary</p> <p>*Regularly check stock levels and order as necessary.</p> <p>*Order any resources required by staff.</p>	C.Mandell	*Staff to have all resources necessary to teach lessons that meet the requirements of the National Curriculum	
5.	To look into training or a website/resources to help train staff in how to teach DT.	*CM to carry out research online to look into training resources.	C.Mandell	*To ensure staff feel confident to deliver safe and challenging DT lessons to all children.	
6.	Look into setting up a drama/musical theatre after school club run by an outside agency.	<p>*CM to contact relevant companies and enquire about availability and pricing.</p> <p>*CM to set up an after-school club if feasible.</p>	C.Mandell	*Children to have the opportunity to take part in drama and musical theatre extra-curricular clubs.	
7.	Oversee the running of extra-curricular music clubs:  Rocksteady  Mick's music club	*CM to set up both clubs in September 2018 and handle all admin and communication to ensure they run smoothly throughout the year.	C.Mandell	*Children to have the opportunity to take part in a range of extra-curricular music clubs.	

**MOSELEY C OF E PRIMARY SCHOOL**

**BEHAVIOUR ACTION PLAN**

**2018-2019**

**LEADER: Clare Edwards**

	<b>Intended Outcome</b>	<b>Action (inc link to budget and training implications where appropriate)</b>	<b>Staff Leader</b>	<b>Intended Impact/Results</b>	<b>Final outcomes / Implications for 2019-2020</b>
<b>1.</b>	Children's conduct reflects the schools effective strategies to promote high standards of behaviour	-Introduce a new dojo to reward good conduct/ manners/ courtesy/ etc  -Introduce a reward for children with most dojos for conduct, to be announced and received each half term.	CE	-Children will display better manners/ conduct throughout the school	
<b>2.</b>	For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour.	-Create ITP documents for children who continue to regularly display inappropriate behaviour in the classroom/ playground	Class teachers to inform CE/ TH  TH to create documents and support implementation.	-Repeated incidents of poor behaviour (low level or otherwise) will be eradicated.	