

Wellsprings Primary School Raising Achievement Plan 21 March 23

Curriculum and Leadership development

Priority	Action and Costings where appropriate	Who/ Leads	Monitoring	When	Impact TARGETS RAG- stronger green = v secure.
Improve teaching, learning and assessment further by: - re-evaluating the curriculum for pupils to deepen their knowledge and breadth of skills, (such as research, analysis and observation) consistently in other subjects, particularly science.	To continue to revise our medium term plans- with: - overview of values and vision statements - links to Global Awareness - key text types - related skill sets and key knowledge linked to values focused on each term - cross-curricular links - parental guidance.	ML/LT	ML/LT	Revisit Autumn 2022	INSET and PDMs to complete an initial set of medium term plans. - Plans link to school values - Cross-curricular link is evident in plans. Year group plans across the school need to be analysed. - Parental guidance is provided as a guide to the children's learning
	To ensure all curriculum plans from each subject can demonstrate a clear intent, implementation and positive impacts on pupil learning. Policy and curriculum statements to be updated and reviewed.	KS Leads	GB		Ongoing 2022-23
	Peer support to be undertaken in Maths and Reading by subject Leads. Work undertaken to develop the teaching skills of STEM-related subjects across the school through peer support. Leadership support from network groups, training consultants (AfA, LSS, Boolean) and NPQSL/NPQML programmes (5 leaders enrolled 2021 onwards).	SLT and relevant subject leads	ML	Spring 2023-24	- Staff will be more confident in their own teaching skills - Outcomes in lessons show improvement from monitoring
	To keep developing subject focus themes, including: - Book week (Reading/Writing) usually with a cross-curricular link (eg last year, in relation to Music) - Global Awareness week- with work being led/supported by the Carymoor project; cross-school workshops with mixed age groups. - Health Week (last year linked to mindfulness, PE, food hygiene amongst others) - STEM week to be repeated after success of June 2021's week- focus on a specific set of key skills we wish to target (in relation to OfSTED's findings) - Art week/project- the 'Big Draw' project which has a global reach.	ML/LT Subject Leads KS Leads	ML/LT	Book scrutiny Autumn 2022 Spring 2023 Summer 2023	- To develop a whole school approach towards raising expectations in all subjects. This is to be achieved through Key Subject leaders working together, in identifying the focus for each subject week/focus projects. - Raised profile of writing across the school. Writing is evidently celebrated eg- good work through display posters- What do I need to do in every piece of writing? GB Learning Walk documented there was good writing across the school. Some, but not all, had substantial amounts of writing evident.
	To develop task groups to support and develop key subject areas. Science, DT, Geography, History, RSE/PHMSE and Computing (to revisit 2022-23). In 2022-23 Art, PE, Music, RE, MFL are an key priorities- all having a link to the key areas of development in the OfSTED report. The task groups would identify three key actions: 1. Audit and review of existing practice, with reference to OfSTED's Intent, Implementation and Impact approach; this will include any monitoring of evidence of subject practice. 2. A subject specific action plan in light of the audit; 3. Identification of measureable improvement (planned and existing evidence). Subject leads will undertake interviews with the SLT/GB to ensure they have a clear grasp of the strengths and areas of development in the subject area.	ML/LT KS Leads Whole staff	ML/LT	Ongoing throughout the year Book Scrutiny Autumn 2022 Spring 2023 Summer 2023	- The quality of writing across the curriculum will be improved over time, from work moderation 15.03.23, evident across the subjects. - The types of activities over time, will match the full skills set provided by the National Curriculum, in each subject (evident in full by July 23). MONITORING by subject leads needs to be more consistent. - Subject leaders will feel more confident about their roles.

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Writing The quality of writing across the curriculum is inconsistent. There are times when pupils do not produce the same standard of writing, particularly spelling in key	<ul style="list-style-type: none"> Ongoing priority to create as many opportunities to write as possible to support the development of sustained writing. 	AC/staff		Ongoing	From scrutiny, pupils handwriting will show greater consistency over the course of the year. Some evidence but not yet fully consistent.
	<ul style="list-style-type: none"> To reintroduce using the 'star writer' key phase books. (Autumn 2022) 	AC/staff	AC/SLT	From SEPT 22	Handwriting appears consistent in work samples beyond English books. Some evidence but not yet fully consistent.
	<ul style="list-style-type: none"> To reintroduce using the whole school writing homework notebooks. (Autumn 2022) 	All staff			Staff to feel confident in teaching spelling skills across the school.
	<ul style="list-style-type: none"> To focus on handwriting FS and KS1. Consistencies across the school. Re-evaluate how handwriting is taught EYFS/KS1. 	AC	AC/SLT	AUT 22	Spelling scores show an improvement over time (increase but not enough.) Increase in KS2 spelling scores (2019- average spelling score 9.4 to 2022 10.9)
	<ul style="list-style-type: none"> Work scrutiny – to look at cross-curricular writing examples, spelling, handwriting. Evaluate with SendCo at new spelling assessment introduced by EPB (SENCo) at SEPT INSET 2021. 	Y2/6 staff	GB	Spring 23	Spelling (and GPS) scores improve at the end of KS2. The school's average score gap measured against national scores has reduced (in 2019 it was -4.0, 2022 it was -1.7)
	<ul style="list-style-type: none"> To continue with booster writing opportunities for Y6 and Y2 children (priority) 	All staff	GB	Aut 22	Boys average score increased significantly, from 6.8 in 2019 to 10.3 in 2022. However, this needs to match national scores in 2023 to redress the imbalance.
	<ul style="list-style-type: none"> Display - To ensure that in each classroom writing expectations are on display. "What do I need in a good piece of writing." 	Y2/6 staff and SLN	HT	Ongoing	
	<ul style="list-style-type: none"> Develop vocabulary - To encourage 'words, words, words.' – Word walls. 			Spring 23	
	<ul style="list-style-type: none"> Continued Professional Development for Y2 and Y6 teachers to support SATS. Update training <ul style="list-style-type: none"> To update English policy (with support from all staff, key stage leads, reading leads.) To establish link with KS2 teacher for Writing. Resources – dictionaries/thesaurus – to audit and purchase sets for classrooms (priority KS2.) 	AC		Aut 22	Staff feel confident about the agreed guidelines the English and handwriting policies outline.
	<ul style="list-style-type: none"> 	AC		Aut 22	Standards in writing will increase in July 23.
Writing Raising teachers' expectations of pupils' writing in other subjects across the curriculum, including spelling in key stage 2*	To use the RWI resources for handwriting (linked to Oxford Owl site) to allow for daily handwriting opportunities during RWI sessions across KS1.	KS1/FS	AC	Spring 23	From scrutiny, pupils handwriting will show greater consistency over the course of the year. DEC 2022 generally positive but not yet fully consistent.
	FS and KS1 classes to raise profile of what makes a good hand writer (how to hold a pencil, how to sit, formation of letters/families/groups.)	KS2	AC	Summer 23	Handwriting appears consistent in work samples beyond English books. We can see evidence of effective topic writing- especially in Science, History and RE. Moderation Spring 2023.
	<ul style="list-style-type: none"> To encourage handwriting intervention groups from September across the school. 	KS1	AC		Staff to feel confident in teaching spelling skills across the school. Possibility of streamlining the spelling (KS2).
	<ul style="list-style-type: none"> Spelling – to evaluate the spelling scheme and the resources. Ensure that resources can be opened (KS2) with ICT Leads help. 				Spelling scores show an improvement over time. Small but significant improvement from 2019 to 2022.
	To have weekly spellings on display in classrooms this will embed spelling patterns and ongoing discussion opportunities throughout the week. Year 1 – to encourage spellings are sent home weekly.				Spelling (and GPS) scores improve at the end of KS2. The school's average score gap measured against national scores has reduced (in 2019 it was -3.5, 2022 it was -2.7). However, this needs to match national scores in 2023 to redress the imbalance.

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Reading To review and further develop a sequential curriculum that builds on key reading knowledge and skills.	To update English policy Review long and medium term plans. Review of current provision for reading. Analyse most recent data to gain clear understanding of strengths and areas of need within reading across the school.	JH/CL/AC/ SW Staff meeting Staff meeting	 JH/CL/ML	Autumn 2022 Spring 2023 Staff meetings Spring 2023 ASAP	Key skill areas identified to improve. CPD opportunities for staff to develop teaching skills.
To improve outcomes for disadvantaged learners- sharing best practice in reading	Analyse disadvantaged attainment (and progress where applicable) from 2021-22 academic year. Collaborative discussion on how best to support learners. Pupil outcomes to reflect next steps.	ML/JH/CL to look at data. SEND Lead	KS Leads	Autumn Spring Summer	Refer to Pupil Premium report 2022- outcomes for vulnerable learners' were generally very positive. Increased attainment for SEND/PP/FSM/Ever6 learners at end of KS2 compared to 2021-22. FEB 2023- 71% are meeting ARE. 68% PP, 72% Boys, 68% Girls, 70% Summer born, 38% SEND. Evidence of good in-year progress for disadvantaged groups- to share at Education SC (15.03.23)
Key skill areas identified to improve. CPD opportunities for staff to develop teaching skills	Continue to create opportunities for teachers to take part collaborative learning in order to improve the teaching of reading. Raise the profile of reading through cross curricular links. Review the key texts that are being used. Are the text high quality and inspiring for learners? (whole class reading, shared reading and material that is sent home). Purchase and deploy additional reading materials to support specifically KS2- Vipers reading comprehension and NFER reading tests to provide analysis of key areas for development.	Reading Leads		Staff meeting	Data shows all other year groups on DC Pro will also match the 75%+ meeting ARE at the end of the year. FEB 2023- 71% are meeting ARE. 68% PP, 72% Boys, 68% Girls, 70% Summer born, 38% SEND. While the overall proportion is shy of the 75% target, analysis shows this has increased incrementally from last year (64%) at the same point. Half termly Class Spine tracker will show more children 'on track'. Half-termly RWI assessments (CL/JH), Salford(TAs), Teacher Assessment (class teachers).

<p>Increased attainment for SEND/PP/FSM/Ever 6 learners at end of KS2 compared to 2021-22 Increased attainment for SEND/PP/FSM/Ever 6 learners for all year groups compared to 2021-22 Evidence of good in-year progress for disadvantaged groups</p>	<p>Identify key children through assessments; ensure all working below ARE have an identified intervention. - Teachers and TAs to ensure that - Focus on comprehensions skills through the teaching of cross curricular reading. Leads to identify children and work alongside Teachers and TAs to ensure all identified children have a clear reading intervention plan. Focus on just two comprehension skills each term. Purchase and deploy additional reading materials to support specifically KS2- Vipers reading comprehension and NFER reading tests to provide analysis of key areas for development.</p>	<p>Class Teachers Senco Reading Leads</p>	<p>Half termly PDM's</p>		<p>Reading outcomes will improve- and meet national expectations (or close to) at the end of R, Y1, Y2 and Y6 national assessments. FEB 2023- vulnerable groups. NFER tests to be undertaken- Spring 2023.</p>
<p>Priority</p>	<p>Action and Costings where appropriate</p>	<p>Who/ Leads</p>	<p>Monitoring</p>	<p>When</p>	<p>Impact TARGETS</p>
<p>Maths To continue developing pupil wellbeing and mathematical confidence</p>	<p>Mathematical handovers to take place when children move up classes. Teachers to discuss key children and WT children with next teachers. Teachers use ongoing assessment at the end of each to identify any gaps and intervene with targeted groups within class accordingly.</p>	<p>Teachers</p>	<p>Maths Leads</p>	<p>Aut 22</p>	<p>Smooth transition into new classes and school regime.</p>
<p>Provide all staff with CPD opportunities to support the embedding of a Teaching for Mastery approach</p>	<p>Provide staff with opportunities to plan mastery lessons alongside maths leads. Identify key groups and plan together. Free training with <i>numbersense</i>, including time to watch FAQ videos. KS1 to attend training 12th Jan 2023. Staff meetings to support staff in use of NCETM PD materials including spine progression with small steps. Opportunities to work alongside Boolean maths hub for all teachers. LJ, AH, MF, SS and AB, all taking part in Boolean maths training offer. Focus on Y3 in Summer 2023</p>	<p>Teachers KS1 staff All teachers Key staff</p>	<p>Maths Leads</p>	<p>Aut 22 Spr 23 Ongoing Sum 23</p>	<p>Staff implementing mastery consistently across the school. Evidence in books/ plans. Improvements over time but there needs to be further enhancements in practice. Teachers to start using number sense within classes on a daily basis (KS1). Interventions for key groups to start in y1. Teachers gain confidence in their subject knowledge and teaching maths using the mastery approach Targeted support to all teachers/key stages around maths planning throughout Autumn 2022 and Spring 2023.</p>

All children make at least expected progress through a mastery approach to teaching and learning.	All teachers to complete short end of unit assessments criteria that directly informs next teaching points. Key children across KS2 to participate in online tutoring programmes working on number sense. Children in year 3 to participate in a number sense intervention at the start of the year, focusing on bridging 10 (based on gaps identified at the end of y2).	Teachers KS2	Maths Leads	T1- Obs T2- Learning walk (classroom environment) T2 Obs T3- Deep dive book scrutiny T6- Pupil interviews/questionnaires	Accelerated progress made by children receiving interventions/catch ups evidenced in data. The vast majority (85%) of children will have made at least expected progress. Progress measures show there are improvements- 74% of pupils meet ARE expectations in maths across the school. 71% of PP, 71% Summer born, 75% boys, 74% girls and 42% SEND.
Review and restructure all maths policies in line with mastery teaching.	-Review maths policy/ calculation policy. -Review whole-school marking policy and share with staff. Share new documents on both websites with parents and carers. – videos went out summer 2022. Mentioned on key phase newsletters to remind parents.	All staff	Maths Leads	Jan 23	All maths policies updated, shared, and published.
Provide parents with opportunities to learn more about maths	Maths leads to continue to publicise and update maths videos for parents/carers. -Complete videos for multiplication and division for Ks1 and Ks2. Feedback to the GB- on this and other areas of the maths development plan.	Maths Leads	GB	T3	Good attendance and successful engagement with parents. Videos have been completed and have been well-viewed. Combined the three videos have just under 300 viewings.
To raise the profile of maths throughout the school	STEM week involvement- Summer 2023 Participation in Wellington Maths Challenge. STEM club to be introduced.	Maths/ Sci/ DT Leads	SLT	T3	Engagement and enjoyment of maths celebrated and shared with parents and wider school community
Priority	Action and Costings where appropriate	Who/ Leads	Monitoring	When	Impact TARGETS
Science To raise the profile of science throughout the school	REFER to Curriculum overview target Build role of STEM ambassadors – have trial group of Year 6 ambassadors. Build link with Year 3/4 class initially where ch plan and carry out investigations with groups or set challenge for whole class. Take leadership role during whole-school events (STEM week) Continue to embed the use of the floor books so that lessons are based around conversations and hands-on activities (class investigations/activities) that will instil a love of science and build confidence. STEM week – whole school week Support for key classes around Science planning in Summer 2023.	SW SS / AB / LJ / PW (Leaders of Maths, computing and DT)	SLT Science Lead	T1- T3 T3 Visitors? Prizes for whole-school competition? £100 Summer 23	Excited and engaged children enjoying science. Year 6 ambassadors showing improved working scientifically skills. Excited and engaged children enjoying science. Autumn 2022 scrutiny reveal that the teaching of science was more consistent this year, and science investigations and related skills were a lot more evident.

Provide all staff with CPD opportunities to support use of questioning and effective use of floor book	Inset day/staff meetings to support staff in using a range of starters to stimulate scientific discussion and use of reasoning and scientific language. Have opportunities to share good practice (share examples of floor books). Share website 'Explorify' and ask staff to sign up. Show staff the range of resources available and how they can be used effectively to promote science talk in the classroom.	SW All staff	ML SW KM	T1- T3	Staff are reflective on their own practice and how their questioning can enhance learning opportunities for all children. Good practice is shared and celebrated across the whole school. Staff have a resource bank of starters and investigations and links to other sites that can support their teaching of science.
% of children working at ARE or above in relation to the 'working scientifically' objectives to increase	Teachers to complete short end of unit assessments or use assessment bookmarks to monitor progress and inform future teaching. Work and planning scrutiny.	SW Teachers	Leadership time for SW to undertake the scrutiny	T1- T3	Evidence of working scientifically objectives shown not only through written work but shown in floor books too. % of children working at ARE increased. Consistency around what learning should be evident in either pupil books or floor books continues to be a priority. Assessment practices and monitoring curriculum coverage is an area of further development as well.
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History To ensure the history curriculum plan is being delivered appropriately.	REFER to Curriculum overview target To ensure progression from R-KS2 is appropriate based upon monitoring. Teachers to highlight skills progression (1 per class) for following year's teacher. Discrete history skills are being taught across the school. Cross curricular tasks in writing (and other subjects) are supporting historical knowledge and content.	AH	ML/SLT	Spr 23	Teachers to understand the progression, skills and knowledge of teaching primary history. Teacher's build on prior knowledge. Evidenced through monitoring examples shared throughout 2022-23. History monitoring shows there is some strong evidence in Key Stages, but not all.
	History Lead to provide training for staff in order to link to key historical figures of a more diverse background to key History topics.	AH	ML/SLT	June 23	To improve the quality of skills and knowledge being taught in History and provide a secure assessment process to help monitor the subject.
To improve the assessments arrangements for teachers in History	Targeted support for key classes. 'Quiz' format at the end of each of unit could support this.	AB Teachers	ML/SLT	Summer 23	
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DT To ensure the DT curriculum plan is being delivered appropriately.	REFER to Curriculum overview target Updated training for staff on D&T association resources. INSET training for staff to consider how to use the Project on a Page DT resources, along with the DT sketchbooks to be introduced across the school.	PW/LJ	ML/SLT	April 23	Ensuring a broad and balanced curriculum for all pupils, that builds in the steps to design, predict, construct and review within the learnig cycle in DT lessons.
	Monitoring of the curriculum- the monitor through Learning Walk and photographs of key activities.	PW/ML	ML	Spr-Sum 23	Appropriate DT activities and learning are evidenced to inform school's understanding of DT provision across the school. Monitoring yet completed.
Priority	Action and Costings where appropriate	Who/Leads	Monitoring	When	Impact TARGETS
Computing To ensure the Computing curriculum plan is being delivered appropriately.	REFER to Curriculum overview target To ensure progression from R-KS2 is appropriate based upon monitoring. To complete a whole school review of the Computing curriculum in light of monitoring undertaken.	LJ	ML/SLT	Spr 23	Teachers to understand the progression, skills and knowledge of teaching primary computing. Teacher's build on prior knowledge. Evidenced through monitoring examples shared throughout 2022-23.

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Geography To raise the profile of geography across the school so we can ensure we are developing children's curiosity and fascination for the world around them.	REFER to Curriculum overview target Geography Week – 26-30th September Kick off with European Day of Languages on Mon 26th Sept Whole school competition - Tourist guide for their local area for visiting relatives. X3 Prizes - 1 for EYFS, 1 for KS1, 1 for KS2. Use x3 of the inflatable globes as the prizes. Cross curricular links with MFL and literacy. Each class will use an Oliver Jeffers fiction book as a talking point. Community links is a weakness as a school. To counteract this, I am proposing: Each teacher focus on a country that has direct links to a child in their class. We are hoping we can encourage parents to come in and do a QA with the class their child is in. Getting each teacher to do something in the community...a walk to the local park, library for example.	CF CL	ML/SLT	Aut 22	To create a scrapbook of outstanding geography work throughout the school. Using the GA membership to keep up to date on upcoming geography competitions and CP opportunities. Use the resources to support teaching and learning.
To ensure the Geography curriculum plan is being delivered appropriately	To ensure progression from R-KS2 is appropriate based upon monitoring. To complete a whole school review of the Geography curriculum in light of monitoring undertaken.	CW	ML/SLT	Oct 23	Teachers to understand the progression, skills and knowledge of teaching primary Geography. Teacher's build on prior knowledge. Evidenced through monitoring examples shared throughout 2023-24
To improve the assessments arrangements for teachers in Geography	To introduce a floor book of evidence for KS2- evidence of work less consistent in these classes. Targeted support for key classes. 'Quiz' format at the end of each of unit could support this.	CW Teachers	ML/SLT	Summer 23	To improve the quality of skills and knowledge being taught in Geography and provide a secure assessment process to help monitor the subject.
Priority	Action and Costings where appropriate	Who/Leads	Monitoring	When	Impact TARGETS
	PE key indicators: 1.engage all pupils in regular physical activity 2.raise the profile of PE and sport				3.increase the confidence, knowledge and skills of all staff 4.offer a broader experience of a range of sports 5.increase participation in competitive sport
PE Increase number of after school clubs available.	REFER to Curriculum overview target Teachers rewarded for their time. Investigate other providers. Key Indicators: 1,4, 5	AB	ML/SLT	Aut 22	Greater engagement in sports across the school. More school PE clubs provided. Increase in clubs in 2023 onwards.
To develop Lunchtime Sports Leader (TA) and 20 Playground Leaders (Y6)	Train up Playground leaders – enquire with Cara Ardren. Key Indicators: 1,2	AB	AB/ML	By Spr 23	Greater KS1 pupil engagement with lunchtime activities. Improved leadership skills being developed in KS2 pupils. Lunchtime clubs being led by Year 6 pupils Dec 2022 onwards.
Improve staff confidence with teaching PE	Make resources more readily accessible e.g. Tops cards Buy into an online dance scheme? Taster days when possible (e.g. Saints SouthWest Football) Provide staff training as requested (e.g. MF swimming, ML supporting CW) Key Indicators: 3	AB ML	ML/SLT	Ongoing	Greater subject knowledge for staff. Improved outcomes across the PE curriculum. PE training for staff has happened for key staff members- whole staff training around gym skills to be cascaded to teachers March 2023.

Make PE equipment more readily available	Sort and label PE cupboard. To purchase a range of resources. Key Indicators: 2,3	AB TL	ML/SLT	By Spr 23	Resources are accessible and complete. Resources are identified for further purchase.
Improve children's fitness across the school	Continue to encourage and reward participation in Golden Mile Use a whole school intervention for coordination and core strength. Key Indicators: 1,4	AB TL	ML/SLT	Ongoing	Sustained (possibly increased?) participation in the Golden Mile programme. Continued high profile in sharing publicly (eg assembly etc).
Encourage participation in competitive sports	SASP Buy-in (Central Venue Leagues, Festivals, Cara Ardren - SSCO, training). Key Indicators: 1,4, 5	AB ML TL	AB/ ML/SLT	Ongoing	Greater engagement in sports across the school. Further work to develop in Spring/summer 2023
Encourage all pupils to be involved in sports activities	Continue to use Absolute Coaching Web Application. Key Indicators: 1,2	AB	AB	Sept 22	Greater engagement in sports across the school. Further work to develop in Spring/summer 2023.
Update PE policy	Use previous policy to create a "Wellsprings" own policy. Key Indicators: 2	AB and Task group	ML/SLT	By Spr 23 ED SC March 2023	Policy has staff involvement and fully engages the wider community. Policy is completed and shared- with GB as well. To share with GB March 2023.
Update budget	Liaise with KL to ensure spending is recorded. Key Indicators: 12	AB KL	KL	Feb 23	Continued effective use of the PE grant in raising the profile of sports at Wellsprings. Analysing the impact to share with the GB.
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Art To refine the curriculum plan.	REFER to Curriculum overview target Art leads have re-organised the art curriculum, and assigned potential more diverse artists to link to key art themes across the school. Art competitions to provide a whole school focus (linked to the coronation). 'Arts week' in Autumn 2023 (music, writing, PE links).	CW AB	ML/SLT	April 23 May 23 Oct 23	Teachers to understand the progression, skills and knowledge of teaching primary art. Teacher's build on prior knowledge. Evidenced through monitoring examples shared throughout 2023-24. Staff and children are inspired by whole schools 'arts' focus.
To ensure the Art curriculum plan is being delivered appropriately	To ensure progression from R-KS2 is appropriate based upon monitoring. To complete a whole school review of the Art curriculum in light of monitoring undertaken.	CW	ML/SLT	Dec 23	Teachers to understand the progression, skills and knowledge of teaching primary art. Teacher's build on prior knowledge. Evidenced through monitoring examples shared throughout 2023-24
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Music To ensure the Music curriculum plan is being delivered appropriately	REFER to Curriculum overview target To ensure progression from R-KS2 is appropriate based upon monitoring. To complete a whole school review of the Music curriculum in light of monitoring undertaken.	MF	ML/SLT	Spring 24	Teachers to understand the progression, skills and knowledge of teaching primary Music. Teacher's build on prior knowledge. Evidenced through monitoring examples shared throughout 2023-24.

	To develop 'Arts week' in Autumn 2023 (Art, writing, PE links). Music lead to consider building evidence of music through this focus week, and carrying this approach forward in light of the week.	MF	ML/SLT	Dec 23	Staff and children are inspired by whole schools 'arts' focus.
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PHSE/RSE To ensure the PHSE/RSE curriculum plan is being delivered appropriately	REFER to Curriculum overview target To ensure progression from R-KS2 is appropriate based upon monitoring. To complete a whole school review of the PHSE/RSE curriculum in light of monitoring undertaken.	HL	ML/SLT	Autumn 23	Teachers to understand the progression, skills and knowledge of teaching primary art. Teacher's build on prior knowledge. Evidenced through monitoring examples shared throughout 2023-24.
	To meet with Y6 teachers to ensure that Sex Ed week is carefully developed and consulted with parents/carers, meeting the needs of the RSE/Jigsaw curriculum.	HL	ML/SLT	June 23	Staff , parents and pupils are confident about the Sex Ed provision planned for Summer 2023.