

Molescroft Primary School School Improvement Plan January to December 2020



SUMMARY OF PRIORITIES PREMIER DIVISION

CURRICULUM

- Demonstrating Progression and Depth
- Noting the FY Baseline in Progression
- Cross Curricular Maps
- Edit Unit Plans - Charting Key Concepts - what comes before, what comes next.
- Playing with Cross Curricular APPS
- Subject Coordinator led deep dives - lesson study + KS2 - KS1 - FY

ENGLISH

- Embedding Writing Mastery Targets
- Monitoring the progression of pupils as a result of the new Reading Mastery & Writing Mastery Programmes
- Reviewing Spelling Programmes and use of Grammar slides

SEND

- Using the new budget settlement re training - provision - expectations
- Quality First Support tie in to Subject Leader
- New foci Phonics Pupils & BOTTOM 20%
- Re-establish Intervention Post – Main focus Writing all aspects
- Linking up with SEN coordinator & Mental Health

YEAR OF LANGUAGES

- “Out of Lesson Learning”

CHAMPIONSHIP DIVISION

MATHS

- Maintaining our Leading Practitioner Status

COMPUTING

- Programming / Using APPS in teaching
- Facilities and Hardware Renewal

TSA

- TS Hub
- ERSIP Projects
- Research School

INTERNATIONAL SCHOOL AWARD

- Renewal

FIRST DIVISION

PE

- Monitoring and Evaluating NEW arrangements

REVIEW RISK ASSESSMENTS

ECO

- PLASTICS & RECYCLING
- Wildflower Meadow

PSCHE

- Monitoring the Programme
- Conflict Resolution

RE A CONTRASTING LINK

- Investigating the potential benefits of linking with a contrasting school in Hull

GOVERNOR LINKS

Committee Structure

Curriculum & Quality Assurance: All governors are members

Chair: Ade Adamson

To consider the quality of teaching, learning, assessment and pupil outcomes.

Finance & Personnel: The Chair of Governors, Head Teacher and ½ the governing body (not including other staff governors)

Chair: Sarah Crawford

To scrutinise, monitor and prioritise the financial arrangements for the school to ensure the most effective use of resources, human, financial and physical. To ensure financial planning supports the ethos, and values of the school and the priorities of the School Improvement plan.

Safeguarding, Health & Safety and Premises: The Chair of Governors, Head Teacher, staff governors plus the remaining governors not on the committee above.

Chair: Richard West

To consider and ensure all areas of Safeguarding are effective and robust. Ensure that the learning environment ensures every possible opportunity for personal development. To promote the highest standards of behaviour and welfare.

Curriculum including automatic links to the School Improvement Plan Objectives:

Maximum 1 per governor

To fulfil these roles governors will need to maintain regular contact with the named teacher(s). There should be at least ½ termly contact by phone or email or in person. Governors should visit the school when the children are working at least once a year to see the subject(s) being taught. Governors should attend at least one of the school organised focus tours particularly if it links with his or her monitoring focus.

Subject Links

English (named teacher, Matthew Britton): **Kathryn Ratcliffe**

Maths (named teacher, Richard Atkinson): **Adrian Adamson**

S.T.E.(M) (named teachers, DT - Bryony Crofts, Science - Carolyn Cameron): **Gonzalo Villalta Puig & Emma Bradley**

Arts (named teachers (Sophie Power, Penny Walker, Helen Ripley Defender of the Arts): **Sarah Crawford** Visual & Performing

History & Geography (named teachers, Ben Rowsell, Jonathon Williams): **Helen Ross**

Religious Education (named teacher, Katie Spencer): includes attending B.A.H.L.O.W **Pat Beckley**

PSCHE, Pupil Council, Citizenship, Sex & Relationships, Educational Visits, Environment, Green Team (named teachers, Sarah Grainger & Suzie Hulse):

Richard West includes attending some Pupil Council meetings **and the Green Team Meetings.**

Computing (named teacher, Simon Morton): Gary Hughes

Primary Languages & Internationalism includes attending D.I.E.D.R.E (named teacher, Sam Henderson-Tucker): Vacancy

P. E (named teachers, Martin Wood & Emily Wright): Katy Konieczko-Hansom

Pupil Groups Links including automatic links to the School Improvement Plan Objectives

Maximum 1 per governor:

To fulfil these roles, governors will need to be able to make regular visits to school to meet with the named teacher; not necessarily always when the children are present.

Governors should visit at least twice a year when the children are present in order to see the pupils at work. (not *)

Pupil Premium Champion (named teacher, Matthew Britton): Kathryn Ratcliffe

SEND & Low Achievers Champion (named teachers, Julie Hakner, Sarah Charlton): Katy Konieczko-Hansom

Other Vulnerable and Minority Groups Champion * (named teacher, Matthew Britton): Richard West

Ethnic Minorities, English as an Additional Language, Persistent Absence, Emotionally Vulnerable, Behaviour for learning, Looked After Children, Young Carers, Missing the Phonics threshold.

Talented & High Achievers Champion (named teacher, Jack Trowsdale): Gonzalo Villalta Puig

Early Years (named teacher, Richard Atkinson): Pat Beckley

Safeguarding including Child Protection * (named teacher, Matthew Britton): Chair of Governors: Adrian Adamson

Assessment (named teachers SMT) Helen Ross

Training Link Governor: Pat Beckley

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2020

FOCUS: SEND

- **Using the budget settlement re training - provision - expectations**
 - **Quality First Support tie in to Subject Leader**
 - **New foci Phonics Pupils & BOTTOM 20%**
- **Re-establish Intervention Post – Main focus Writing all aspects linking up with SEN coordinator & Mental Health**

Regarding:
Pupil Premium Children
GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding:
SEN and PRIOR LOWER ATTAINERS
GOVERNOR LINK: BRIAN STILLINGS

Regarding:
ENGLISH
GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding:
MATHS
GOVERNOR LINK: ADE ADAMSON

Regarding: PSCH
GOVERNOR LINK: RICHARD WEST

KEY AREA FOR DEVELOPMENT

SECURING EVERY POTENTIAL PROVISION FOR THOSE CHILDREN IN SCHOOL WITH OFTEN COMPLEX AND OVERLAPPING NEEDS. TO ACHIEVE THROUGH THE OPPORTUNITY OF THE NEW BUDGET SETTLEMENT, INVESTING IN STAFF AND PROGRAMMES TO TARGET SUPPORT, REDESIGNING THE LEADERSHIP PROVISION.

Monitoring
Responsibility
JH MB New SENDCO

TARGET

- Pupils in all categories achieve their potential

TARGETS 2020

Absence 2019/20	2.5%
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In 2018/19 it was 2.8%

	Number of pupils	% GLD
EYFS	60	85%

	Number of pupils	% Target
Year 1 Phonics 19/20	60	97%
Year 2 Phonics 19/20 *	58	100%

Key Stage 2 2020 No. of pupils = 60	% working at expected standard (EXS)		% Greater depth Standard (GDS)
	%	%	
Reading	93%		48%
Writing	88%		50%
GPS	93%		63%
Mathematics	92%		45%
Science	98%		
RWM	87%		30%

*Cumulative figure of pupils leaving KS1 having passed the phonics screening test

Key Stage 1 2020 No. of pupils = 58	Working at expected standard (EXS)		Greater depth standard (GDS)
	%	%	
Reading	95%		40%
Writing	93%		29%
Mathematics	97%		60%
Science	93%		

ACTION

Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p>USING THE BUDGET SETTLEMENT RE TRAINING - PROVISION - EXPECTATIONS</p> <p>QUALITY FIRST SUPPORT - TIE IN TO SUBJECT LEADER</p> <ul style="list-style-type: none"> To engage Subject Leaders in the evaluation of pupil progress, provision for and support for pupils with SEND Subject coordinators to advise the provision of appropriate differentiation for SEND children to ensure all can fully access their curriculum area. To enable Subject Coordinator Time in the Summer Term for evaluation of work and provision in their subject – Identify in the budget. <p>NEW FOCI PHONICS PUPILS & BOTTOM 20%</p> <ul style="list-style-type: none"> Identify pupil groups on the FliC system for those who did not achieve Phonics in Y1. These to be an identified vulnerable group for MB and under the SEND / Intervention group headings. Also identify the bottom 20% as an annual exercise in the Pupil Progress Meetings JANUARY and ensure they are allocated appropriate interventions and quality first teaching. <p>PUPIL PREMIUM</p> <ul style="list-style-type: none"> Redesign of every staff meeting to ensure that there is a slot for raising all pupil premium children to the top of the agenda. An opportunity for teachers to raise concerns but also for MB to raise his concerns based on assessment and other evidence. <p>RE-ESTABLISH INTERVENTION POST – MAIN FOCUS WRITING ALL ASPECTS LINKING UP WITH SEN COORDINATOR & MENTAL HEALTH</p> <ul style="list-style-type: none"> A review of the SENDCO post considering all SEND and Intervention Programmes. The Intervention Teacher will have Full Time TA support and access to the use of a One to One Tuition teacher, enhanced ELSA support and Lunchtime Emotional Support. Working with the TA will enable flexibility, i.e. at times the Teacher and TA will work together with intervention groups, 	<p>LESSON STUDY JAN / FEB £££s ½ 5 x STAFF MEETING LAUNCH – JAN AT 1 x STAFF MEETING REVIEW – MARCH AT</p> <p>SEE CURRICULUM SECTION BELOW</p> <p>IMMEDIATE MB</p> <p>JH TO INCLUDE INTO THE PLANNING DOCS JAN</p> <p>IMMEDIATE EFFECT MB / MAL</p> <p>MAL / RJ / JH PLAN FOR SPRING MAL / RJ / JH in place SEPTEMBER ££,£££s</p>	<p>Subject Leaders fully understand how children with SEND access and succeed in their subject. Leaders offer support to ensure that pupils with SEND can fully access the subject without over dependency on other adults.</p> <p>Newly identified groups are monitored effectively and as with all vulnerable groups, there is a clear picture of the overlapping needs of named vulnerable pupils in the school. This is visually easy to access and refer to.</p> <p>There is a clear and well understood web of support programmes, initiatives and routes used for these identified children and those still to be identified in the future.</p> <p>Pupil Premium children are monitored by all staff on a weekly basis to ensure that interventions and Quality First teaching are effective in removing barriers and inequalities to their successful learning and progress.</p> <p>Using the new budget settlement there is full capacity to support SEND children and those who are potentially not going to meet targets. Identified children are supported and succeed through effectively researched: one to one initiatives, group boosting sessions - some over a period of weeks, and effective supported quality first teaching.</p>

<p>or sometimes the TA will work alone to enable the attendance at meetings etc.</p> <p>IDENTIFICATION MAPS</p> <ul style="list-style-type: none"> Redraw the provision map for all the new and restored opportunities. <p>IN LOCO PARENTIS</p> <ul style="list-style-type: none"> Maintain the “In loco Parentis” programme at Breakfast and Tea Clubs. <p>MENTAL HEALTH STRATEGIES</p> <ul style="list-style-type: none"> To continue to recognise, support and care for those with Mental Health Issues. This to include those with Attachment Difficulties and Anxiety. Re model the Intervention Centre as the Care Centre with a focus as being a ‘safe area’ where children can reflect, relax, talk with key adults in addition to being an Intervention Centre, Lego Therapy and for ELSA Review use of the Tony Knight Centre for ELSA as well as for interventions and Wild Area. Continue to formalise Kevin’s therapeutic role as he matures. In line with the above to create a provision map specifically for these children and flow charts of how support will be offered. 	<p>FT TA ££,£££</p> <p>SUMMER / AUTUMN</p> <p>IMMEDIATE with clear identification in Pupil Progress Meetings JAN JH</p> <p>JH SC</p> <p>MAL JH NEW SENDCO</p> <p>MAL JH</p> <p>RJ</p> <p>JH NEW SENDCO</p>	<p>Needs being addressed include those which are emotional and regarding mental health which impact on a child’s ability to access and retain learning.</p> <p>New Provision Map produced in diagrammatic form.</p> <p>Parents realise their responsibilities, even if they choose or are unable to act on them.</p> <p>There is a clear strategy for filling the gap of experience, particularly in reading when the home does not engage. This may particularly relate to reading at home.</p> <p>There is a clear understanding of the impact of Mental Health issues on children in school and how the classroom and school environment impacts on them and teaching and learning practices.</p> <p>Staff and the school as an institution has the clear means to recognise, understand and respond to mental health issues amongst the pupils.</p>
<p>Monitoring Strategy Through regular staff meetings see schedule. SMT ANALYSIS GOVERNOR FOOTPRINTS Kathryn Ratcliffe, Brian Stillings, Ade Adamson Pupil Progress Meetings SMT Book Scrutiny / Learning Walks</p>	<p>Evaluation SMT Reports Standards Report 2020</p>	



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School Improvement Plan 2020
FOCUS: MATHS

- **Maintaining our Leading Practitioner Status**

GOVERNOR LINK: ADRIAN ADAMSON

KEY AREAS FOR DEVELOPMENT CONTINUE TO TRAIN ALL STAFF AND FURTHER REFINE TEACHING OF MATHS MASTERY: MATHS NO PROBLEM, RECOGNISING THAT THE SCHOOL IS A LEADING CENTRE FOR THE TRAINING OF TEACHERS FROM ACROSS THE COUNTY.		Monitoring Responsibility RA
TARGET Attainment for all year groups is above National for attainment and progress at Expected and Above Expected Measures as measured by SATS and NFER scores. School is a recognised beacon for the teaching of Maths Mastery		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
AREAS FOR DEVELOPMENT <ul style="list-style-type: none"> ● Ensure that Maths Mastery is a focus of whole staff training once every half term. This is specifically to enable RA to ensure that new teachers and trainees fully understand the programme and that all teachers are reminded constantly of the non-negotiables of the programme and that teachers are the first to learn of new developments. ● RA to regularly have the opportunity to view Maths Teaching in the school and to advise and support colleagues. ● Primary Maths Specialist Role of RA continues to develop and will need further consideration in the staffing plan for academic year 20/21. If possible, to enable a degree of overstaffing in the FY to enable greater flexibility for RA. Using the new Budget Settlement. 	6 x STAFF MEETINGS – FEB – MARCH – APRIL – JUNE - SEPT – NOV ££,£££	Molescroft staff maintain the highest level of effective Maths teaching and are able to experiment with and refine the most recent developments in the development of Maths Mastery. The staff are highly effective in supporting the work of Maths Hub through courses and lesson observations. The allocation of Richard’s Time for his outreach work is planned into the staffing of the FY, so that there is no negative impact on the FY provision.

<p>Monitoring Strategy Through regular staff meetings see schedule. SMT ANALYSIS GOVERNOR FOOTPRINTS; Ade Adamson (Maths) Pupil Progress Meetings SMT Book Scrutiny / Learning Walks</p>	<p>Evaluation Annual Governor Report SMT Reports Standards Report 2020</p>
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Molescroft Primary School
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School Improvement Plan 2020
FOCUS: ENGLISH

- **Monitoring the progression of pupils as a result of the new Reading Mastery & Writing Mastery Programmes**
 - **Writing Mastery**
 - **Spelling Programmes and Grammar slides**

GOVERNOR LINK: KATHRYN RATCLIFFE

KEY AREA FOR DEVELOPMENT EMBED THE AGREED PROGRAMMES OF READING & WRITING MASTERY to ensure the continuing raising of attainment and progress of pupils in all year group.		Monitoring Responsibility MB & SMT
TARGET Through the use of new programmes recently establish in mastering reading and writing to ensure that the children have mastered the key skills so that they can engage deeply with texts chosen for them and chosen by them and therefore be able, with ease and enjoyment to demonstrate a high level of interaction with text, whether by reading it or creating it.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
MONITORING THE PROGRESSION OF PUPILS AS A RESULT OF THE NEW READING MASTERY & WRITING MASTERY PROGRAMMES <ul style="list-style-type: none"> • Having established a new programme for ensuring Writing Mastery (June 2019) to ensure that this work is developing the results required. • Ensure the new mastery of skills for each year group required every Autumn has occurred. MB to feedback following learning walk. • To follow this up with further training on how to use these skills, maintain these skills and develop the high level of creative and functional writing required of pupils. • MB, AT and JH to review the effective implementation of the newly agreed Reading Mastery Programme across the school. This to include- 	IMMEDIATE EFFECT JANUARY 2020 MB £££ AS ABOVE 3 x STAFF MEETING FEBRUARY, SUMMER & AUTUMN MB SMT CHECK SPRING MB JH AT £££	The newly implemented initiatives to develop mastery in Reading and Writing are fully embedded and ensure that: Pupils are able to succeed in Reading Comprehension in all aspects - V.I.P.E.R.S This will be apparent through internal and externally verified assessments. In writing children are consistent in using V.C.O.P appropriate to their year group from an early stage of the year and use this knowledge throughout their writing. With a zero tolerance to a lack of rigour in this respect.

<ul style="list-style-type: none"> ○ Story Masters ○ Guided Reading ○ Share and Care Reading ○ Phonics Teaching ○ Word Level Work (FY / KS1) ○ The Class Novel ○ Library Time ○ Homework <ul style="list-style-type: none"> ▪ MB to feedback ● Ensure that Reading Comprehension is effectively being developed at a high standard in every year group. <ul style="list-style-type: none"> ▪ MB to feedback <p>SPELLING PROGRAMMES AND GRAMMAR SLIDES</p> <ul style="list-style-type: none"> ● To ensure that the GPS slides are being effectively used and that they continue to support core skills ● Agree the range of strategies for teaching spelling and agree that a more bespoke approach is required for children on a class, group and individual level. This may have implications for homework too. 	<p>3 x STAFF MEETING FEBRUARY, SUMMER & AUTUMN MB</p> <p>AT JH IMMEDIATE CHECK</p> <p>3 x STAFF MEETING FEBRUARY, SUMMER & AUTUMN MB</p>	<p>Those with SEND have the skills to achieve their potential in reading.</p> <p>GPS is fully integrated in the teaching of English and supported by the regular and effective use of the GPS Slides.</p> <p>An agreed portfolio of Spelling Strategies is agreed. These are explicitly matched to groups of pupils and individuals.</p>
<p>Monitoring Strategy Through regular staff meetings see schedule. SMT ANALYSIS GOVERNOR FOOTPRINTS: Kathryn Ratcliffe SMT / COORDINATOR Scrutiny</p>	<p>Evaluation SMT Reports Standards Report 2020</p>	



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School Improvement Plan 2020
FOCUS: COMPUTING

- **Programming / Using APPS in teaching**
 - **Playing with Cross Curricular APPS**
 - **Facilities and Hardware Renewal**
- GOVERNOR LINK: GARY HUGHES**

KEY AREA FOR DEVELOPMENT COMPUTING		Monitoring Responsibility SM
TARGET TO MAKE I.T WORK FOR TEACHERS AND PUPILS DELIVERING A HIGHLY EFFECTIVE COMPUTING CURRICULUM AND USING I.T TO FURTHER ENHANCE OUR EFFECTIVENESS IN ALL CURRICUUM AREAS.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ACTIVITIES <ul style="list-style-type: none"> • Continue to train teachers to deliver the revised computing units particularly making use of the iPads, removing any reliance on the ageing computer suites. <ul style="list-style-type: none"> ○ Specific focus on the Programming Units. • Introduce staff to the APPs designed to make their teaching more interactive, inspirational and to support learning. • Redevelop the Library /IT Suite into a sharing and performance space which also works for the Afternoon Tea Club and Dance Classes. Include in the development the provision of a Green Screen. • Replace aging furniture creating a welcoming, cosy environment with armchairs and a feeling of space and wellbeing. • Build into the budget an annual enhanced hardware replacement fund. 	¼ SPRING TRAINING DAY 4 X STAFF MEETING SUMMER & AUTUMN TERMS SUMMER HOLIDAY ££,£££ ££,£££	Computing skills are taught by staff fully trained in the newly refreshed units. Teachers are confident in the teaching of Programming. Teachers have an arsenal of up to date APPS to support their teaching across the curriculum. Technology is effectively used to make teaching even more effective, exciting and memorable. The redesign of the Computer suite accounts for the multi-use of the space and acknowledges the fact that the teaching of Computing skills is achieved through iPads. The redevelopment of the IT Suite Library includes a performance space, comfy furniture, IT research

		facilities, a Green Screen, appropriate space for the Afternoon tea Club.
Monitoring Strategy Through regular staff meetings see schedule. Standards Report GOVERNOR FOOTPRINTS: Gary Hughes REPORT TO GOVERNORS: Curriculum SEF	Evaluation Standards Report 2020	



Molescroft Primary School
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School Improvement Plan 2020
FOCUS: CURRICULUM

- **Demonstrating Progression and Depth Noting the FY Baseline in Progression Edit Unit Plans - Charting Key Concepts - what comes before, what comes next.**
 - **Cross Curricular Maps**
 - **Subject Coordinator led deep dives - lesson study + KS2 - KS1 - FY**

FULL CURRICULUM
GOVERNOR LINK: ALL GOVERNORS

KEY AREA FOR DEVELOPMENT HAVING COMPLETED A THREE-YEAR REVIEW OF THE CURRICULUM, TO ACT ON THE RECOMMENDATIONS TO FURTHER ENHANCE THE DETAIL AND INFORMATION IN THE UNIT PLANS.		Monitoring Responsibility MAL AT JH & SUBJECT COORDINATORS as per subject
TARGET To embrace innovations from the Mastery debate (Autumn 2019) and Subject Leader Interviews (Autumn 2019) to lead the review of Curriculum Unit Plans.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ACTIVITIES DEMONSTRATING PROGRESSION AND DEPTH NOTING THE FY BASELINE IN PROGRESSION EDIT UNIT PLANS - CHARTING KEY CONCEPTS - WHAT COMES BEFORE, WHAT COMES NEXT.		Curriculum Unit Plans are reviewed and as a result ensure that they: Match the new mastery agenda established in 2019.

<ul style="list-style-type: none"> Major review of Curriculum units by Subject Coordinators to demonstrate in each unit plan what specifically comes before and what comes next so that teachers can clearly see where their teaching fits within the progression. This to include clear baseline points in Y1 from the FY. To highlight the key concepts (already agreed in the Mastery Review in 2019) on each unit plan. <p>CROSS CURRICULAR MAPS</p> <ul style="list-style-type: none"> Coordinators to work together to produce visual maps demonstrating how our curriculum interlinks. To include on these maps a web of key cross curricular concepts across the whole curriculum enabling teachers to make explicit links for their pupils with ease. Create the Vocabulary Tracker web. <p>SUBJECT COORDINATOR LED DEEP DIVES - LESSON STUDY PLUS KS2 - KS1 – FY – EXTRA FUNDING FROM THE NEW BUDGET SETTLEMENT TO ENABLE THIS</p> <ul style="list-style-type: none"> To use an enhanced lesson study process to facilitate Subject Coordinators to complete deep dives in their subjects looking at provision from FY to Y6. Coordinators to include a cross check between curriculum unit plans, teaching, lesson structure, provision for SEND, provision for talented pupils, progression, assessment and learning. Include the further development and use of TAs within this programme to ensure – SEND Children have full access to the curriculum and are not over dependent – Talented pupils are pushed ahead by TAs and do not do work which covers what is already known. Remind staff of strategies to uplift the pupils to the same high starting point at the start of a unit (Isabella Wallace). Coordinators to feed back to all staff. Coordinators to complete the same process at Woodmansey each spending a day at the school (paid by Woodmansey) to support the implementation of the curriculum there. 	<p>COMPLETE FOR HISTORY AND GEOGRAPHY IN FEBRUARY WITH BR AND JW RELEASED TO WORK WITH MAL £££ ALL OTHER STAFF TO DO ON APRIL TD</p> <p>SEPTEMBER TD</p> <p>SUMMER TERM £,£££</p> <p>AUTUMN TERM £,£££ (Woodmansey)</p>	<p>Demonstrate explicitly what precedes and what follows the units relating to the key skills being developed. Y1 units clearly demonstrate the progression from FY Skills. Key Concepts are highlighted (as agreed in 2019 Policy review).</p> <p>A universal map demonstrates how concepts interlink across years, within years and across subjects.</p> <p>Subject Leaders thoroughly understand the process of a Subject Deep Dive. As a result, they are ultimately able to advise and further develop provision because of their clear understanding of the teaching, learning and progression in their subjects.</p> <p>Subject Leaders can use this expertise to take on an advisory role to support staff at Woodmansey CE Primary School.</p>
<p>Monitoring Strategy SUBJECT SEFS/ STANDARDS REPORT COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: All governors linked to their subjects.</p>	<p>Evaluation Standards Report 2020</p>	

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS



Molescroft Primary School
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School Improvement Plan 2020

FOCUS: TSA

- **TS Hubs**
- **ERSIP Projects**
- **Research School**

GOVERNOR LINK: FINANCE COMMITTEE CHAIR: SARAH CRAWFORD

KEY AREA FOR DEVELOPMENT TEACHING SCHOOL		Monitoring Responsibility AT MAL
<ul style="list-style-type: none"> • Ensure the continued Financial Security, Effectiveness and sustainability of the Teaching School 		
TARGET To work with the local partners to prepare the TSA for the potential new structure for System Leadership across England while continuing to offer much valued support, development and innovation across the county and further afield.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p>To work with WOLDS TSA and TIDAL TSA to develop a programme of cooperation for the future sustainability of Riding Forward TSA in a world of Teaching School Hubs.</p> <p>Particularly to compliment and cooperate in areas of:</p> <ul style="list-style-type: none"> • ITT • CPD • LEADERSHIP DEVELOPMENT • SCHOOL TO SCHOOL SUPPORT • RESEARCH INITIATIVES • MATHS AND ENGLISH HUBS <p>To provide Research School link with Wolds TSA with SG working initially for 1 day per week on the initiative.</p> <p>To learn from and increasing be part of Research Initiatives to provide strategies and interventions which are proven to increase pupil attainment.</p>	<p>AT WHOLE YEAR</p> <p>AT MAL WHOLE YEAR</p> <p>SG WHOLE YEAR</p> <p>SMT</p>	<p>Preparations continue to work further in collaboration with Wolds TSA and Tidal TSA, enabling us together to bid should the new TS Hubs become a reality.</p> <p>The collaboration leads to new initiatives, greater economies of scale, and an enhancement to the educational landscape in the East Riding of Yorkshire.</p> <p>The New Research School initiative already leads to new ideas and proven programmes which benefit the educational attainment of the pupils at this school and schools beyond.</p> <p>Riding Forward TSA maintains a balanced budget year on year and is projected to maintain this without there being any drain on the Molescroft Primary School Budget.</p>

<p>To maintain the capacity and ethos to manage and develop a Teaching School Partnership from Molescroft Primary School whilst not impacting negatively in any way on the lives, education and progress of the children, staff and parents of the school.</p> <p>To maintain the financial security of the TSA through</p> <ul style="list-style-type: none"> • Continuing to provide new CPD opportunities using SLEs and our staff notably in Foundation Subjects. “Exceptional Teaching – with Deep Dive Courses and TA Courses” Consider how effectively these courses are being marketed. • Running the LA NQT Programme • ERSIP school to school support & development plans • FLiC development and marketing • GPS Slides • Leadership Development Programmes • Engage with the LA to promote the East Riding as a great place to do ITT and keep up the advertising opportunities for Riding Forward ITT. • Engaging in the NLE School Support Programme • To ensure the TSA continues to meet the new essential KPIs for Teaching schools. 	<p>AT MAL WHOLE YEAR</p>	<p>The balanced budget is achieved is also achieved through the provision of excellent school to school support and training across the alliance, which is popular and highly valued.</p> <p>ITT through Riding Forward is providing more places due to successful marketing, recruitment and identifying the unique strengths of the Riding Forward Family.</p> <p>Riding Forward continues to be recognised for the effective way it supports schools to good from R.I and from Good to Outstanding.</p> <p>Riding Forward works successfully through the new DfE School to School Support Programme.</p>
<p>Monitoring Strategy The Core Group Minutes to Governing Body Finance & Personnel Committee</p>	<p>Evaluation Head Teacher Reports to Governors / TSA Minutes</p>	



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FOCUS: MAINTAIN FUNDING SUPPORT BUILT IN TO BUDGET FOR FY EQUIPMENT
GOVERNOR LINK: PAT BECKLEY

KEY AREA FOR DEVELOPMENT MAINTAINING OUTSTANDING IN THE FOUNDATION YEAR		Monitoring Responsibility RA
TARGET Ensuring that the provision in the FY is resourced automatically and is secured and protected in the long term.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> As always, provision areas become over used and the toys, particularly the outdoor construction toys. These are suffering from repeated use and the weather. Plastic toys degrade in the sun, wooden equipment begins to rot. Therefore, maintain the annual replacement fund set in stone in the school budget. 	ALLOCATION OF FUNDING IN ALL BUDGETS £2000 pa	The learning environments are always maintained at the highest standard, supported by all the resources they require to achieve this.
Through regular staff meetings see schedule. SMT ANALYSIS SMT Book Scrutiny / Learning Walks GOVERNOR FOOTPRINTS: Pat Beckley	Evaluation Standards Report 2020	



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School Improvement Plan 2020
FOCUS: YEAR OF LANGUAGES
 • **“Out of Lesson Learning”**
GOVERNOR LINK: BRIAN STILLINGS

KEY AREA FOR DEVELOPMENT BY DECLARING 2020 THE YEAR OF LANGUAGES TO ENSURE THAT PRACTICE AND POLICY AT MPS PROVIDES AN EXCELLENT EXAMPLE OF THE TEACHING OF PRIMARY LANGUAGES IN LINE WITH THE ERSIP MFL PROJECT		Monitoring Responsibility S H-T
TARGET TO ENHANCE THE TEACHING OF MFL BY MOVING THE EXPERIENCE “OUT OF THE LESSON”		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> Further support teachers by the provision of the iLanguages Resource. Reinforce that teachers MUST be in the lessons taught by the MFL coordinator as teachers have to follow up lessons and complete assessments. Recognition that teacher INSET in MFL is through the fortnightly modelled lesson from the coordinator. <p>STARTING TO DEVELOP “OUT OF LESSON LEARNING”</p> <ul style="list-style-type: none"> The dining hall is to be transformed with one wall painted by a professional artist as a French/Spanish border town exterior. Posters will be added in the target languages and representing the cultures. In addition, vocabulary for all food offered will be displayed in the two languages and the phrases needed to survive in a French or Spanish restaurant. <ul style="list-style-type: none"> Lunchtime staff will be trained to ask the questions in French or Spanish focusing on a 	<p>£££</p> <p>SUMMER TERM £,£££</p>	<p>The teaching of Primary Languages is maintained effectively by all staff following the outstanding modelling of the subject by the Subject Specialist.</p> <p>The Molescroft Model is seen by the LA as a successful way to teach Primary Languages.</p> <p>The new iLanguages package is successfully integrated and compliments the resources for teaching French and Spanish in the school.</p> <ul style="list-style-type: none"> Through the TSA, teachers come to view the exemplary provision of MFL teaching at MPS <p>Children will be able to practice and think for themselves in a context which they could encounter on a visit to France or Spain. It is intended that every child could order their food in a restaurant independently of their parents.</p>

<p>different phrase per week, children will then prepare their responses.</p> <ul style="list-style-type: none">• Once this is embedded, the principle is taking the concept into other situations including in PE.	<p>AUTUMN 1 x STAFF MEETING</p>	
<p>Monitoring Strategy GOVERNOR FOOTPRINTS: Brian Stillings COORDINATOR LEARNING WALK</p>	<p>Evaluation Standards Report 2020</p>	

HEALTH, SPORT, FITNESS and WELL-BEING



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2020
FOCUS: PE

- **Monitoring and Evaluating NEW arrangements**
GOVERNOR LINK: Katy Konieczko-Hansom

KEY AREA FOR DEVELOPMENT A FULL MONITORING PROGRAMME OF THE PE CURRICULUM WITHIN CLASS AND PPA SESSIONS ENSURE THE BLEEP TEST or SIMILAR IS FOLLOWED THROUGH ENSURE THE NEW TEACHING OF GYMNASTICS IS BEING PROVIDED IN A MANNER WHICH ENSURES APPROPRIATE PROGRESSION		Monitoring Responsibility MW EW
TARGET Sport and PE remains a subject taken as a discipline with the same high expectations regarding progression and attainment.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> • Clear monitoring of ALL provision by the PE coordinators. • Ensure high expectations are maintained in terms of changing and discipline within lessons. • Monitor the quality of delivery and progression with the Gymnastics teaching (now by Meridian for KS2). • A training programme for HLTAs involved in the delivery of PE Units in PPA sessions. Ensure they are well supported. • Review the distribution of PE Units between outdoor PE and class lessons to ensure the KS2 Tournaments structure can continue with events in October and June. • Reconsider the activities delivered in PPA sessions when the weather affects the outside provision. • Review staffing for PE in PPA and consider using the Budget Settlement to employ or redeploy a teacher into the equation for KS2. • Ensure the MUGA is used fully at lunchtimes. • Ensure the playtime use of the MUGA is matching the designed programme. 	MW / EW SPRING £££ 3 AFTERNOONS EACH AS ABOVE APRIL £,£££ ½ DAY MW EW with MAL JANUARY £££ Within above Within above Within above Within above Within above	A full review of ALL sport and PE identifies the strengths and weaknesses of the provision. The new financial settlement is made available to offer new possibilities if they are required including further training and possibly the use of more PE specialists (as in Gymnastics). To further enrich and enhance provision.

<ul style="list-style-type: none"> • Check that the Orienteering Course is redone to reflect changes to the school grounds. • Ensure the BLEEP Test is fully responded to and celebrated in July. 		<p>Orienteering course matches site changes.</p> <p>Children measure and therefore are aware of their progress in fitness.</p>
<p>Monitoring Strategy MW / EW: SEF COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: Katy Konieczko-Hansom</p>	<p>Evaluation Governor Footprint Standards Report 2020</p>	

SAFEGUARDING:
PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2020
FOCUS: REVIEW RISK ASSESSMENTS
 ● **GOVERNOR LINK: RICHARD WEST**

KEY AREA FOR DEVELOPMENT REVIEW OF ALL RISK ASSESSMENTS		Monitoring Responsibility RJ RW (Governor)
TARGET TO MAINTAIN COMPLIANCE and SECURITY in all aspects of SAFEGUARDING		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
HEALTH AND SAFETY <ul style="list-style-type: none"> ● Complete three-year review of all RISK ASSESSMENTS ● Add them to the Website 	ALL COMPLETED SUMMER 2020 RJ	<p>The school maintains full compliance with all Health & Safety requirements.</p> <p>Everyone maintains their full knowledge and understanding of all Health & Safety Practices. It is second nature, and everyone maintains their role in taking all aspects of safety extremely seriously.</p>
Monitoring Strategy Health & Safety & Premises Committee GOVERNOR FOOTPRINTS: Richard West		Evaluation Governor Minutes Committee Minutes Stakeholder Surveys / Standards Report 2020

**CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY,
& SUSTAINABILITY**



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2020
FOCUS: ECO

- **PLASTICS & RECYCLING**
- **Wildflower Meadow**

GOVERNOR LINK: RICHARD WEST

KEY AREA FOR DEVELOPMENT MAINTAIN THE ECO SCHOOL Green Flag Award Standard		Monitoring Responsibility SHu
TARGET To maintain standards and develop new initiatives through the Green Team to ensure the Eco School Green Flag Status is constant. To develop the Wild Flower Meadow Create new protocols for the handling and use of plastics.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
MAINTAINING THE ECO SCHOOL GREEN FLAG Global Perspective – Fair Trade: LEADER / SUZIE HULSE <ul style="list-style-type: none"> • Weekly stall - accounts /stock/set up and cash up • Annual presentation to class groups – PP prepared, and knowledge passed on to Steering Group (to run over 14 weeks) • Fair Trade fortnight – organise activities • Fair Trade Assembly – prepare and deliver • Hot chocolate Fridays – buy stock and organise • Member of Beverley Fair Trade Group Litter: LEADERS / DAVE PLATTEN & MICHAEL LONCASTER <ul style="list-style-type: none"> • General condition of school ground i.e. fencing/gates in wildlife area • General litter awareness activities (POD) (in RWC AFTERNOONS) Waste: LEADER / THE GREEN TEAM under Suzie’s direction <ul style="list-style-type: none"> • <i>Complete review on how we manage the waste we create.</i> 	NEW COORDINATOR ONGOING NEW COORDINATOR SPRING NEW COORDINATOR SPRING SPRING TERM LH ONGOING – H&S CHECK EACH TERM MAL DP DP, WILD TEAM ONGOING MAL, RJ £££	The Eco – Sustainability agenda is maintained symbiotically with the life of the school. The ‘Really Wild Curriculum’ is maintained with new staff member appointed and prioritises in this order: <ul style="list-style-type: none"> • Appreciation of the Environment • Maintaining the Environment • Growing Produce • Protection of Habitats • Recycling • Taking Inspiration from the Environment • Using Natural Resources EVERY EVENT organised by the school and FOMS uses wherever possible, recyclable, reusable or compostable materials.

<ul style="list-style-type: none"> • Specifically ensure that resources used at school and FOMS events can be properly sorted and recycled, reused or composted. • Avoid the use of resources for events that cannot be recycled, reused or composted. • Waste assembly followed by weighing food waste generated in the dining hall over a five-day period – feedback findings to Green Team/Management • Regular audit plus weighing of classroom waste paper bins – reuse where possible (wet playtime or notepads) Children to collate information and present as a graph to feed back to school and to go on Eco Board. • Compost bins – MORE TO BE PROVIDED • <i>Compost dug into school garden – Big Weed</i> <p>Energy: LEADER / THE GREEN TEAM under Suzie’s direction and Dave’s provision of data</p> <ul style="list-style-type: none"> • Collate information of energy used and generated • Appoint a Solar Panel monitor • Analyse information with children and format into graphs – display graphs • Transport: LEADERS / MICHAEL LONCASTER & PSHCE Coordinator • Travel Plan • Bikeability • Scoot the Route • Pedestrian Skills <p>Healthy Living: LEADER /PSHCE Coordinator</p> <ul style="list-style-type: none"> • HEALTH WEEK AND AGENDAS THROUGH THE YEAR <p>Water: LEADERS / THE REALLY WILD TEAM</p> <ul style="list-style-type: none"> • Collate information of water used from water butts • Analyse information with children and format into graphs – display graphs <p>School Grounds: LEADERS / THE REALLY WILD TEAM</p> <ul style="list-style-type: none"> • Maintain conservation area and vegetable garden • School planters – front of school window boxes • Planting up Easter Garden – distribute /organise and plant up 200 plants! • Empty and monitor compost bins • Provide a further digester for Fruit Waste • Friends Garden - general maintenance (esp. weeding!) 	<p>SHu ON GOING</p> <p>SHu ON GOING</p> <p>SHu ON GOING</p> <p>SHu DP ONGOING</p> <p>SHu ONGOING SHu WILD TEAM ONGOING</p> <p>ONGOING SG</p> <p>EVERY AUTUMN SG</p> <p>SHu ONGOING</p> <p>SHu WILD TEAM ONGOING</p> <p>ShuL ££</p>	<p>EVERY EVENT organised by the school and FOMS ensures that the collection of waste is organised to enable recycling, reuse, or composting.</p> <p>As little vegetable waste as possible is send to landfill.</p>
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<ul style="list-style-type: none"> • WEEDING! vegetable. Big Weed with Volunteers twice a year. • Biodiversity: LEADERS / THE REALLY WILD TEAM • Outdoor activities – pond life/habitats/bug hotel • Create the planned Wild Flower Meadow in conjunction with the Parish Council <p>POD Activities: LEADERS / THE REALLY WILD TEAM Organise activities from the nine topics, photos taken - these then have to be uploaded and blogged. Children encouraged to blog on the site</p> <p>PPA Afternoons: LEADERS / THE REALLY WILD TEAM Organise FS – Y6 420 children on a rota basis! Plan indoor and outdoor lessons in case of poor weather Use the Tony Knight Centre as a base. Purchase and source resources (Garden Centres/Supermarkets and freebies!)</p> <p>RSPB – Big Bird Watch – organise audit any birds that come into the grounds – submit results on-line to RSPB: LEADERS /THE REALLY WILD TEAM</p> <p>Vegetable Plot – LEADERS / THE REALLY WILD TEAM (note FY, Y1 & Y2 have their own plots) Purchase plants/seeds/compost and source resources Keeping greenhouse organised and tidy</p> <p>Yorkshire in Bloom: LEADERS / MICHAEL LONCASTER SUZIE HULSE Be available to support staff with planters as required On Line application Get area ready for inspection! Meet and greet judges Prepare slide show and brief children on what is expected during the day</p> <p>Holidays May to September: LEADER / DAVE PLATTEN Water plants window boxes/planters/vegetable garden</p> <p>Green Mole Page: COLLATOR OF IDEAS / SUZIE HULSE. PUBLISHER / MICHAEL LONCASTER Submit ideas and photos to Suzie / Michael</p> <p>ECO Board: LEADER / SUZIE HULSE To be regularly updated and ‘refreshed’</p> <p>NOTE THE REALLY WILD TEAM is Debra Goff, Nicole Roberts and New appointment</p>	<p>MAL WILD TEAM SPRING AUTUMN</p> <p>WILD TEAM ONGOING</p> <p>MAL RJ WILD TEAM MARCH ££££</p> <p>SHu WILD TEAM ONGOING</p> <p>WILD TEAM ONGOING</p> <p>WILD TEAM SPRING</p> <p>WILD TEAM SUMMER AUTUMN</p> <p>MAL SHu SUMMER</p> <p>DPDG MAL SUMMER 2 £££ OVERTIME SHu MAL ONGOING</p> <p>SHu ONGOING</p>	<p>A new Wild Flower Meadow is created incorporating a plan for its long-term maintenance and development.</p>
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Monitoring Strategy

D.E.I.D.R.E

GOVERNOR FOOTPRINTS: Richard West

Evaluation

D.I.E.D.R.E MINUTES



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2020
FOCUS: INTERNATIONAL SCHOOL AWARD
GOVERNOR LINK: HELEN ROSS

KEY AREA FOR DEVELOPMENT MAINTENANCE OF THE INTERNATIONAL SCHOOL STANDARD including the 2020 International Festival ITALY		Monitoring Responsibility MAL JW
TARGET The school continues to be a beacon of International Understanding and openness.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
IMPLEMENTING THE INTERNATIONAL SCHOOL AWARD PLAN ANNUAL ACTIVITIES <ul style="list-style-type: none"> • My Life in a Box • My Town and My Country in a Box • Around the World on a Plate • Fair Trading Post • United in Sport: <ul style="list-style-type: none"> ○ Celebrating Euro Football ○ Celebrating World Rugby ○ Celebrating World Hockey ○ Olympic Games: Tokyo • Handball; Germany links Lemgo • Harvest for the World • Hosting Danish Teaching Students • Hosting Swiss Teachers • Hosting German Work Placement Students • Maintaining links with Lemgo, Bremerhaven and Wielkopolski <ul style="list-style-type: none"> ○ Students visiting from Poland and Germany to share their Life in a Box with our pupils. ○ In addition, there will be a return visit to Lemgo. 	MAL SM/BR AUTUMN MB/JW SPRING ONGOING MAL ONGOING NEW APPOINTMENT SUMMER / AUTUMN EW/MW SUMMER SP/ KS AUTUMN MAL AUTUMN MAL SM JUNE MAL/MB/JW AUTUMN MAL FY SEPTEMBER & MARCH ML /JW DIEDRE COMMITTEE	The International School Award is successfully renewed in 2020. My Life in a Box Pupils have an understanding of the shared hopes and aspirations of others transcending borders and barriers. One box per child in Y5 and one box per child of the chosen year group in Südschule, Lemgo, Germany. In addition to one box per child visiting from Humbertschüle Bremerhaven, Germany and Gimnazjum Grodzisk Wielkopolski, Poland My Town / Country in a Box Three boxes, one containing the images which represent the most important people, buildings and events associated with Beverley, Gimnazjum Grodzisk Wielkopolski, and Bremerhaven. Another three boxes will be created reflecting the same aspects but in relation to both UK, Poland and Germany. Developing Pedagogy

<p>○ A return visit from Lemgo, Bremerhaven and Wielkopolski Staff and pupils including Phonics lessons for the Polish Students.</p> <p>HANDS OF FRIENDSHIP PROJECT Commemoration of the 75th Anniversary of the end of the Second World War 8th May 2020. An Easter family holiday project starting with the decoration of hands for the world. An art installation to be created recognising the scars of the Second World War but re-establishing the hand of friendship across Europe and the Wider World and the continuing need for tolerance, respect and understanding to preserve the peace. We are inviting our link schools to join with us in this project. Every child will create a hand celebrating European Culture on foam. 25% of these hands will be kept but 75% will be sent to two international schools and one British. Each school will use the home and gifted hands to create its own installation. These may climb up a wall or be suspended from a ceiling. The installations will be professionally photographed and shared via websites and other web media. Aims and outcomes: Through the preparation of the creation of the hands there will be an opportunity to explore the history of the Second World War and how it came about. To focus on the devastation which ripped Europe apart and destroyed millions of lives and futures. To understand the lasting impact of the war and how it is important that we appreciate the need to ensure that this never happens again. To do this we need to understand our past and appreciate our present and our common humanity across the world. To realise that art is a vehicle for bringing people together. That being using each other's resources we can create installations of beauty and inspiration. To embrace our wider community in the project.</p> <p>INTERNATIONAL FESTIVAL 2020: ITALY INITIAL PLANS</p> <ul style="list-style-type: none"> • Pupils will enjoy workshops delivered by the Italian Community in our area. These will include: • Opera • Food particularly cooking with pasta, and making gelato 	<p>SPRING MAL £,£££</p> <p>MAL EASTER – MAY 2020 £££</p> <p>MAL JW DIEDRE & ALL TEACHERS 1 x STAFF MEETING JAN</p>	<p>Pupils are in contact for a sustained period with visitors from other European Countries. For the children to develop an enquiring relationship with our guests and to appreciate our similarities and be excited by the potential of discovering the uniqueness of different places and to sow the seeds for them to aspire to work on the International Stage.</p> <p>ITALIAN FESTIVAL To raise awareness and understanding of Italian culture and to explore and understand the diversity and geography of modern Italy and how it has been shaped by its past. To include on the evening of 13th February 2020, the school family will be invited to an Italian Festival. The event will be extended to the local community. The evening will begin at dusk on the playground with a Milan Fashion Show led by the children. Each year group will celebrate an aspect of Italian life, culture, history and geography with activities for families to engage in. These will be guided by passports, which ensure there was something for everyone from experiencing a gondola ride in Venezia to sampling gelato. Catering will be provided by the school cooks and provided for all. Families will have the opportunity to join in a masque ball in the hall throughout the evening. It will be the nearest experience to Italy possible without actually being there. In addition, through our status as a National Teaching School, teachers from schools around the county will be able to apply to visit to see how such an event and festival is planned and executed, including an invitation to the evening event. There will be an Italian meal to mark the end of the festival.</p> <p>AROUND THE WORLD ON A PLATE Multiple, multi-sensory (sight, sound, smell and taste) appreciation of the similarities, differences and celebrations of people in countries all over the world.</p>
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- Milan Fashion Show which will be the opening event with a giant catwalk
- Art
- Language workshops Italian language
- Sculptures
- Carnival Masks Masquerade
- Each class to develop a different artistic tradition, ancient and modern, using a variety of media. This will include a special sculpture project with Y4 children working with a resident artist, creating two Venetian sculptures.
- Each class will appreciate the Geography, culture and history of Italy with one main area / aspect to focus on including Sicily, Tuscany, Rome, Naples and the Amalfi Coast, Venice & Verona, Milan and the Northern Lakes & Mountains.

SEE ALSO MFL PLAN

FAIR TRADING POST

A development of appreciation of the effects of the global economy and an understanding of how we spend our money affects the lives of others 1000s of miles away. Introducing the concept of Economic and global sustainability.

Evaluation Evidence:

UNITED IN SPORT

A development of athletic, hockey, cricket and handball skills. Seven tournaments, which will be open to parents and the community. A celebration of a shared and yet diverse identity and heritage, which crosses continental and religious and ethnic lines, a lessening of the future development of prejudice and intolerance.

MODERN LANGUAGES OUTSIDE THE CURRICUUM

Children will be able to practice and think for themselves in a context which they could encounter on a visit to France or Spain. It is intended that every child could order their food in a restaurant independently of their parents.

HANDS OF FRIENDSHIP

Through the preparation of the creation of the hands there will be an opportunity to explore the history of the Second World War and how it came about. To focus on the devastation which ripped Europe apart and destroyed millions of lives and futures. To understand the lasting impact of the war and how it is important that we appreciate the need to ensure that this never happens again. To do this we need to understand our past and appreciate our present and our common humanity across the world. To realise that art is a vehicle for bringing people together. That being using each other's resources we can create installations of beauty and inspiration. To embrace the wider community in the project.

PRIMARY LANGUAGES IN THE COUNTY

		<p>Schools clear as how to effectively teach MFL in their context Pupils across the East Riding LA all receiving their entitlement in MFL. Clear Progression in the teaching of MFL. Pupils transferring to secondary schools meeting Age Related Expectations for Year 6 Online support for schools for all schools including those outside the project – using a dedicated website PERLE. Improve transition arrangements to ensure that progress in Primary languages is built upon in secondary school.</p>
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<p>Monitoring Strategy D.E.I.D.R.E And Minutes to the Governing Body GOVERNOR FOOTPRINTS: All governors</p>	<p>Evaluation Evidence and evaluation will be available through reports to D.I.E.D.R.E</p>
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Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2020

FOCUS: PSCH

- **Monitoring the Programme**
 - **Conflict Resolution**

GOVERNOR LINK: RICHARD WEST

KEY AREA FOR DEVELOPMENT EMBED AND EVALUATE THE USE OF THE NEW PSHE ASSOCIATION MATERIALS AND THE NEW STRUCTURE OF LESSONS.		Monitoring Responsibility PSHCE COORDINATOR
TARGET The PSCH Programme as well as covering our required curriculum, effectively meets the needs of pupils and is responsive to changing needs.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
To monitor the new arrangements set up in September 2019 revisioning the delivery of PSCH <ul style="list-style-type: none"> • Coordinator to review the use of the new resources, how the weekly sessions are being used and how effectively teachers are meeting current pupil needs and delivering a broad range of topics. • To design a programme to support pupils in conflict resolution – appropriate to all ages and implement in line with the Good Behaviour Policy. • To complete a review of Relationships and Sex Education Policy and teaching in line with new DFE requirements. 	SC REVIEW RELEASE £££ SPRING SMT SUMMER SMT SPRING	An evaluation of the PSCH programme ensures that PSCH not only covers the broad requirements of the units but also meets the immediate needs of classes, individuals and the school.
Monitoring Strategy Subject SEF GOVERNOR FOOTPRINTS Richard West	Evaluation Standards Report 2020	

SCHOOL INSET PROGRAMME 2020

SPRING: 12 WEDNESDAYS

Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz Incl. Lockdown Policy - Computing		TD
Partnership Programme (lesson Study)	½	
International Festival	½	
Textiles and collage	1	
Clay	1	
Painting and new trolleys	1	
CONSULTATION EVENING	1	
DIEDRE BAHLOW	1	
Mid-Year Pupil Review (Disaggregated Extra PPA 3 rd April)		
Appraisal Reviews (April)	1	
WRITING /GPS / SPELLING	1	
READING	1	
MATHS MASTERY	2	
TEACHERS & TAS Support and Appraisal Meeting.	1	
KEY STAGE MEETINGS TO BE FITTED IN		

SUMMER: 12 THURSDAYS

Curriculum Unit Plans	1	TD
Curriculum Unit Plans	2	
DIEDRE BAHLOW	1	
Key Stage Meetings	1	
Residential Week	1	
MATHS MASTERY	1	
WRITING /GPS / SPELLING	1	
READING	1	
LESSON STUDY REVIEW	1	
Appraisal Reviews (July)	1	
Theatre Club Thursday	1	
Expo Night	1	

AUTUMN: 13 MONDAYS

Business – Year ahead	½	TD
New Faith	¼	TD
CROSS CURRICULAR CONCEPT MAPS AND CHARTS	¾	TD
DIEDRE BAHLOW	1	
APPS (SEPTEMBER)	2	
CONSULTATION EVENING	1	
Towards the new SIP SUBJECT SEFS	1	

Appraisal Reviews (Oct)	1
MATHS MASTERY	2
MFL in PE	1
APPS	1
WRITING /GPS / SPELLING	1
READING	1
KEY STAGE MEETINGS	1

BUDGET IMPLICATIONS

International Week	£ 3 000 + £2 000 pc
Learning Communities	£ 500
FY Equipment	£ 2000
Guided Reading Books	£ 2 000
Art Trolleys	£ 1 500
Apps for linking iPads and screens	£ 200
Redesign of Library	£ 10 000
Subject Coordinator Time	£ 7 000

FRIENDS ASSOCIATION BIDS 2020

LED Screens	£ 10 000
MUGA Goals	£ 6 000

CAPITAL DEVELOPMENTS

FUTURE

KS1 Adventure Playground	£20 000
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COMPLETED ACTIONS OF 2019

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS

FOCUS: CREATION OF “IN LOCO PARENTIS” PROGRAMME

- Specifically, being aware of those in need of backup support including Mental Health Strategies, to include:
 - Boys of Concern, SEND, Pupil Premium, Low Prior Attainment, Girls of Concern, Summer Born, Emotionally Vulnerable & those requiring immediate intervention in FY & CONSIDER SPELLING SHED

Regarding:

Pupil Premium Children

GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding:

SEN and PRIOR LOWER ATTAINERS

GOVERNOR LINK: BRIAN STILLINGS

Regarding:

ENGLISH

GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding:

MATHS

GOVERNOR LINK: ADE ADAMSON

IDENTIFICATION MAPS

- Cross reference with Interventions and support packages being used.
- Engage parents

GAPS IN PROVISION

- Create new systems to ensure that where Home Support, for example in reading or with homework is not forthcoming, replacement opportunities are provided at school.
- Formalise the response to parents when they refuse to support a child attending a Booster or Pre-learning Class.

FOUNDATION STAGE

- Include in the Pupil Progress Meetings in January an early assessment of pupils displaying concern and automatically of any PP Children.
- Action plans for these children to be enacted immediately.

MENTAL HEALTH STRATEGIES

- To increase the awareness of how to recognise, support and care for those with Mental Health Issues. This to include those with Attachment Difficulties and Anxiety.
- Create 'safe areas' where children can reflect, relax, talk with key adults.
- Increase ELSA provision
- In line with the above to create a provision map specifically for these children and flow charts of how support will be offered.

FOCUS: RAISING ACHIEVEMENT – Continuing to Develop MATHS MASTERY and the DEVELOPMENT OF MASTERY INTO OTHER AREAS OF THE CURRICULUM

GOVERNOR LINK: ADRIAN ADAMSON

Areas for development

PROGRAMME of SPECIFICS

- Identify areas through the NFER test results in 2018 where our teaching was “less” successful.
- Through in house CPD led by MaST, to investigate how we can improve the outcomes for our pupils in these areas through effective Mastery Teaching.
- **Primary Maths Specialist Role of RA is developing and will need specific consideration in the staffing plan for academic year 19/20**

MASTERY IN WRITING:

Staff in-house CPD to discuss:

- Recognising the success, we have in teaching GPS, are we already using mastery techniques which we can learn from? Or are we using an Accelerated Learning Style or are they the same?

How can we move a Swimmer in Writing to become a Diver?

- **Primary Maths Specialist Role of RA is developing and will need specific consideration in the staffing plan for academic year 19/20**

MASTERY IN WRITING:

Staff in-house CPD to discuss:

- Recognising the success, we have in teaching GPS, are we already using mastery techniques which we can learn from? Or are we using an Accelerated Learning Style or are they the same?
- How can we move a Swimmer in Writing to become a Diver?
- Encourage Pilot Programmes with a view to alterations to the Writing Policy in September 2019.

MASTERY IN READING

Staff in-house CPD to discuss:

- The Guided Reading Programme is key to the development of a deep reader. We are successful at enabling keen and able children to achieve high levels in Reading, however how can we develop the mastery of all children in Reading? How can we embed the core skills of reading comprehension for any child on any text, i.e. Mastery of Literary Criticism?
- How can we move a Swimmer in Reading to become a Diver?
- Encourage Pilot Programmes with a view to alterations to the Reading Policy in September 2019.
- Refresh the use of the Reading Journal and have a redesign of the pages ready for a re-launch in Sept 2019.

MASTERY APPROACHES IN OTHER SUBJECTS

Staff in-house CPD to discuss:

- Having agreed the core principles of Mastery Teaching, each Coordinator of other subjects to take these core themes of and to investigate in their own practice how mastery approaches could be used to develop the teaching in their subject.
- School conference to discuss how across the curriculum and across all age groups children can become divers in all their learning.
- Subject Policies are updated in September 2019

**FOCUS: RAISING ACHIEVEMENT: *LOVING* READING
and also focussing on the CURRENT Y2 Pupils in Reading
GOVERNOR LINK: KATHRYN RATCLIFFE**

Develop strategies to increase opportunities for reading for both pleasure and enquiry to improve reading skills for your pupils and use them effectively to improve teaching and pupil outcomes. To target children with SEN support to achieve security.

- Create areas within classrooms and throughout the school to celebrate and promote reading, supporting less experienced members of staff if needed.
- Use more Story themed projects in the Foundation Stage.
- Use assembly and the Website to promote fiction.
- Ensure a class novel is always on going in every class and engage in regular reading with the class, discussing high level vocabulary as a priority and coaching others with this where needed.
- Make regular use of the library time allocated to your class to promote positive reading practices; discuss strategies with Teaching Assistants and less experienced colleagues
- Focus on developing vocabulary development through reading a variety of texts with and to pupils; discuss strategies with Teaching Assistants and less experienced colleagues
- To identify strategies in each class to ensure that those with SEND support receive the necessary support to reach potential and are progressing to security of learning in Reading.
- A Reading Café is introduced.
- There is regular promotion of fiction in class, in assembly, around the school and on the website. Pupils naturally contribute to this.
- Include Cultural Opportunities in the above.
- Loving Reading: Keeping on the correct track

All of the following are specifically linked to the Reading Development Programme.

Refer also to the In Loco Parentis Programme above.

Refer also to MASTERY in Reading above

Refer also to MASTERY in Writing above

Refer also to Professional Partnerships Programme (Lesson Study) below.

FOCUS: ARTS MARK & PROCESS

GOVERNOR LINK: GOVERNOR LINK: SARAH CRAWFORD & KATY HANSOM

ART

- As part of the Arts Mark application, continue to roll out the new “portfolio” system of collecting sketches, marks, materials, samples etc. in order to help the children build up their own reference of skills learnt for future use.
- To continue to develop how children are involved in the process of art and to have elements of process within art displays to reflect this. (without detracting from the finished examples).
- To renew teachers’ skills in art notably:
 - Painting with powder paint used as an oil paint, and why we use a limited range of base colours.
 - How to teach children how to sketch and the pencils and other mark makers to use.
 - Using oil pastels.
 - Working with textiles and collage – remind staff of the fabric and wool storage and use of systems.
 - Working in clay.
- Re-establish the base resource for Sketching, Painting and using pastels; possibly with four Art Trolleys which are stocked with the essentials and are taken to class when needed. Each trolley is equipped for a class.
 - Range of Brushes,
 - Powder paint; 2 blue, 2 red 1 yellow, 1 white 1 black
 - Mixing trays, water pots, paint pots
 - Oil Pastel Packs
 - Sketching Pencils

Refer also to the review of the Curriculum Below.

Refer also to the Mastery across the curriculum initiative.

FOCUS: STAFF TRAINING NEEDS COMPUTING

GOVERNOR LINK: GARY HUGHES

REFER ALSO TO THE REVIEW OF THE CURRICULUM BELOW

REVIEW OF COMPUTING STRUCTURE

- Complete review of the Computing Units
- Complete a review of who is teaching Computing and when
- Train teachers and relevant TAs to deliver the revised units particularly making use of the iPads, removing any reliance on the ageing computer suites.
- Look at safe storage and charging of iPads.

FOCUS: Review of Curriculum Policies

- **Incl. a review of the Curriculum Spread including Computing , Music Curriculum and PPA.**

COMPUTING

GOVERNOR LINK: IAN BLANCHARD

MUSIC

SARAH CRAWFORD

FULL CURRICULUM

GOVERNOR LINK: ALL GOVERNORS

REFER TO THE REVIEW OF COMPUTING ABOVE

REFER TO THE DEVELOPMENT OF MASTERY ABOVE

Complete a review of the distribution of time across the Curriculum in conjunction with a review of PPA Time.

Consider moving more PE to PPA Time and reducing Computing in PPA time thus enabling teachers to have more responsibility for aspects Computing particularly in KS2.

MUSIC SPECIFIC

- To include opportunities to compose during recorder sessions.
- To source more current music reading apps on a small number of iPads that can be used during PPA sessions.

Review and publish new Curriculum Policies which may reflect new practice relating to Mastery, Assessment and scheduling.

Review and update Handbook Charters, i.e. guides to subjects.

Art and Design

Assessment, Recording, Reporting and Target Setting

Computing

Design and Technology

Effective Teaching and Learning

English

E Safety

Foundation Stage

Geography

Gifted and Talented

History

Languages

Marking and Feedback Policy

Mathematics

Music

Overarching Arts Policy

P.E. and Sports
P.S.C.E.
R.E.
Science
S.E.N.D.

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS

**FOCUS: TEACHING SCHOOL Financial Security
TSA NLE SCHOOL SUPPORT PROGRAMME / SSIF**

○ **TSA ITT - CPD**

GOVERNOR LINK: FINANCE COMMITTEE CHAIR: KAREN TOWSE

To fully implement the Riding Forward TSA Action Plan (separate) acknowledging the particular factors which relate to the staff of this school.

To maintain the capacity and ethos to manage and develop a Teaching School Partnership from Molescroft Primary School whilst not impacting negatively in any way on the lives, education and progress of the children, staff and parents of the school.

To maintain the financial security of the TSA through

- open mornings at MPS advertised through East Riding Schools and Universities for ITT candidates; to include a tour and then discussion with AT.
- Riding Forward works with the LA in the marketing of the East Riding as a great place to work and train as a teacher.
- Continuing to provide new CPD opportunities using SLEs and our staff notably in Foundation Subjects. “Exceptional Teaching and TA Courses” Consider how effectively these courses are being marketed.
- NQT programmes
- ERSIP school to school support & development plans
- FLiC development and marketing
- GPS Slides
- New Leadership Development Programmes
- Engage with the LA to promote the East Riding as a great place to do ITT and keep up the advertising opportunities for Riding Forward ITT.
- Engage in the new NLE School Support Programme

To ensure the TA meet the new essential KPIs for Teaching schools

FOCUS: FUNDING SUPPORT BUILT IN TO BUDGET FOR FY EQUIPMENT

GOVERNOR LINK: PAT BECKLEY

As always, provision areas become over used and the toys, particularly the outdoor construction toys. These are suffering from repeated use and the weather. Plastic toys degrade in the sun, wooden equipment begins to rot. Therefore, establish an annual replacement fund set in stone in the school budget.

FOCUS: DEVELOPING THE NEW TEAMS

- Incl. TA Training New teams

GOVERNOR LINK: CURRICULUM COMMITTEE CHAIR: ADE ADAMSON

FOCUS: ENGLISH and particularly Guided Reading

- Teachers in each year group to watch each other teach (not plan together). Share observations noting how they do things differently and what they would like to implement in their own teaching. Include an opportunity to talk with pupils.
- TAs also to observe each other in action and engage in a discussion of what they have learnt and the difficulties they experience and how these could be overcome (with UPS or M6 teacher support).
- Teachers to share each other's books together (across a wider spectrum)
- Teachers and TAs to agree a joint communique identifying what has been learnt from each other and how they can move forward to ensure even greater continuity.

FOCUS: MFL PHONICS & SUPPORT OF THE ERSIP PROJECT

GOVERNOR LINK: BRIAN STILLINGS

- Ensure follow up tasks are always completed following the lesson with the specialist.
- To ensure continuity and regularity in the teaching of phonics.
- To identify more children who are enhancing and look for ways to spot this and include challenge in lessons.
- To add aspects of 'Grammar' to FLiC for assessment purposes so that objectives are totally in line with the 'Age related Expectations' which are used across the East Riding.
- To provide a model of success to share with other schools in the East Riding. (ERSIP PROJECT)

HEALTH, SPORT, FITNESS and WELL-BEING

FOCUS: PE BLEEP TEST & Gymnastics

GOVERNOR LINK: KAREN TOWSE

- Review the distribution of PE units in class and PPA. Possibly look at increasing PE in PE so that it is more frequently a weekly PE activity incorporating the MUGA.
- Make a decision on the teaching of Gymnastics. If it is to remain in the class PE activity, provide training for the teachers. If it is to return to PPA, specifically identify the Gymnastics coaches and either train them up or buy them in to ensure a high level of teaching and attainment.
- Embed “Bleep Test” and another event for Personal Competition aspect of Sports Mark.
- -Ensure “Personal Challenge” is achieved by all classes.
- -Ensure participation levels are kept high to ensure GOLD standard again-look into requirements -for platinum level.
- -Ensure new all-weather pitch is used effectively to increase club and outdoor PE teaching opportunities. Include use of MUGA for playtimes for sporting activities.
- -Ensure “fair and well monitored” selection for events.
- Have the Orienteering Course redone to reflect changes to the school grounds.

SAFEGUARDING:

PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT

FOCUS: Review Health & Safety Policies & in D&T

RESTRAINT TRAINING

GOVERNOR LINK: RICHARD WEST

HEALTH AND SAFETY

Complete three-year review of all HEALTH AND SAFETY Policies

Accident Incident Investigation Guidance ERYC

Accidents and Incidents Reporting ERYC

Asthma Information

Anaphylaxis Information

Asbestos Guidelines ERYC

Asbestos Policy

Confined Spaces Safety ERYC

Construction, Design and Management

Corporate Health and Safety Policy
Corporate Health and Safety Policy Report
COSHH Safety Guidance ERYC
Data Protection Act
Dealing With Stress
Diabetes Information
Display Screen Equipment
Drugs and Alcohol Policy
Educational Visits Policy
Electricity At Work Guidance ERYC
Employee Personal Protection
Epilepsy Information
Events on Council Land (and Buildings)
Fire Safety Guidance ERYC
Food Policy
Guidance for School Safe Working
Head Lice Advice
Health and Safety Manual
Health and Safety Policy
Hold Open Device Guidance ERYC
Homeworking Safety Guidance
Infection Control Safety Guidance
Legionella Code Of Practice and Guidelines ERYC
Moving and Handling of Objects Safety Guidance ERYC
Moving and Handling of People Safety Guidance
Musculoskeletal Safety
New and Expectant Mothers Safety Guidance
Noise at Work
Personal Emergency Evacuation Plans
PPE Safety Guidance ERYC
Safer Working Practices
Use of Reasonable Force
Use of Tools in D & T
Vibration at Work
Wellbeing at Work Policy ERYC
Work Equipment Lifting Safety

Retrain Teachers and TAs through a practical INSET in the Use of Tools in D&T

All staff have their Child Protection Training Renewed and Documentation updated.

CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY, & SUSTAINABILITY

FOCUS: GREEN FLAG
GOVERNOR LINK: RICHARD WEST

MAINTAINING THE ECO SCHOOL GREEN FLAG

Global Perspective – Fair Trade: LEADER / LINDA HEMPHILL

- Weekly stall - accounts /stock/set up and cash up
- Fair Trade fortnight – organise activities (penalty shootout/big brew on the playground/afternoon tea and quiz/ decorate a fair trade bun)
- Fair Trade Assembly – prepare and deliver
- Hot chocolate Fridays – buy stock and organise
- Member of Beverley Fair Trade Group

Litter: LEADERS / DAVE PLATTEN & MICHAEL LONCASTER

- General condition of school ground i.e. fencing/gates in wildlife area
- General litter awareness activities (POD) (in RWC AFTERNOONS)

Waste: LEADER / THE GREEN TEAM under Suzie's direction

- Regular audit plus weighing of classroom waste paper bins – reuse where possible (wet playtime or notepads) Children to collate information and present as a graph to feed back to school and to go on Eco Board.
- Compost bins – MORE TO BE PROVIDED
- *Compost dug into school garden – Big Weed*

Transport: LEADERS / MICHAEL LONCASTER & SARAH GRAINGER

- Travel Plan
- Bikeability
- Scoot the Route
- Pedestrian Skills

Healthy Living: LEADER /SARAH GRAINGER

- HEALTH WEEK AND AGENDAS THROUGH THE YEAR

Water: LEADERS / THE REALLY WILD TEAM

- Collate information of water used from water butts
- Analyse information with children and format into graphs – display graphs

School Grounds: LEADERS / THE REALLY WILD TEAM

- Maintain conservation area and vegetable garden
- School planters – front of school window boxes
- Planting up Easter Garden – distribute /organise and plant up 200 plants!
- Empty and monitor compost bins
- Provide a digester for Kitchen waste
- Friends Garden - general maintenance (esp. weeding!)
- **WEEDING!** vegetable. Big Weed with Volunteers twice a year.

- **Biodiversity: LEADERS / THE REALLY WILD TEAM**
- Outdoor activities – pond life/habitats/bug hotel

PPA Afternoons: LEADERS / THE REALLY WILD TEAM

Organise FS – Y6 420 children on a rota basis!

Plan indoor and outdoor lessons in case of poor weather

Use the Tony Knight Centre as a base.

Purchase and source resources (Garden Centres/Supermarkets and freebies!)

RSPB – Big Bird Watch – organise audit any birds that come into the grounds – submit results on-line to RSPB: LEADERS /THE REALLY WILD TEAM

Purchase plants/seeds/compost and source resources

Keeping greenhouse organised and tidy

Yorkshire in Bloom: LEADERS / MICHAEL LONCASTER SUZIE HULSE

Be available to support staff with planters as required

On Line application

Get area ready for inspection!

Meet and greet judges

Prepare slide show and brief children on what is expected during the day

ECO SCHOOL STATUS RENEWED

Holidays May to September: LEADER / DAVE PLATTEN

Water plants window boxes/planters/vegetable garden

Green Mole Page: COLLATOR OF IDEAS / SUZIE HULSE. PUBLISHER / MICHAEL LONCASTER

Submit ideas and photos to Suzie / Michael

ECO Board: LEADER / SUZIE HULSE

To be regularly updated and 'refreshed'

**FOCUS: INTERNATIONAL DIMENSION
GOVERNOR LINK: BRIAN STILLINGS**

ONGOING ACTIVITIES

ACTIVITIES

- My Life in a Box
- My Town and My Country in a Box
- Around the World on a Plate
- Fair Trading Post
- United in Sport:
 - Celebrating World Rugby
 - Celebrating World Cricket
 - Commonmole Games

- Handball; Germany links Lemgo
- Harvest for the World
- Hosting Danish Teaching Students
- Hosting Swiss Teachers
- Hosting German Work Placement Students
- Maintaining links with Lemgo and Bremerhaven
 - Students visiting from Poland and Germany to share their Life in a Box with our pupils.
- Plan for the ISA Action Plan
 - To include all the above and the 2020 International Festival which will be somewhere in Europe.
 - In addition, there will be a return visit to Lemgo and Bremerhaven. Hopefully also a return visit from Lemgo Staff and Bremerhaven Staff.

INTERNATIONAL FESTIVAL 2019: THE CARIBBEAN

- INITIAL PLANS

Year 1: Trinidad & Tobago 🇹🇹, Grenada 🇬🇩

Year 2: Dominican Republic 🇩🇲, Barbados 🇧🇧

Year 3: Bahamas 🇧🇸, Antigua & Barbuda 🇦🇬

Year 4: Jamaica 🇯🇲, Martinique 🇲🇶

Year 5: Haiti 🇭🇹, Saint Lucia 🇱🇨

Year 6: Cuba 🇨🇺, Guadeloupe 🇬🇩

ianricardowebster@gmail.com

Proposed Dates

Launch: Wednesday 23rd January

James Sutton: 28th Jan, 4th Feb, 5th Feb, 11th Feb, 12th Feb,

Geography Workshops: 29th Jan PM, 30th Jan AM, 31st Jan AM,

Headdress Day: Tuesday 5th February

Dancing with Laura: 6th. 7th February

Solid Steel: Tuesday 12th February

Solid Steel: Wednesday 13th February

Evening: Wednesday 13th February

Art

FY -

Year 1 - 3D Sculpture: head-dresses, masks, like floats

Year 2 - Textiles: shells, beach theme

Year 3 - Small scale withie: replica of Bahamas fish to create underwater experience

Year 4 - Wire & mod-roc [James Sutton booked]: male and female athletes

Year 5 - Mixed media: Haitian shanty towns

Year 6 - Large scale sculptures: for Carnivals

Workshops

Dance - rumba led by Laura

Steel Pan band - <http://www.solid-steelband.com/workshops/>

Food - Create a Caribbean stew

Geography workshop

Evening

All guests dressed in carnival type clothes

School like a cruise liner with different decks

Hall: Starlight Lounge, cabaret feel with music and dance. Drinks?

Friends' Garden: Rum shack (using willow screening for roof)

Library: Slave trade mural

Pupil Kitchen: Caribbean banana fritters

Centre Point Room: Catering - jerk chicken, rice and peas

FY Bottom Room: Make your own mocktails

Y1 JT:

Y1 SC: Creating masks for carnival

Y2 SP: All things coconut

Y2 KS: Beach with palm trees - holiday experience. 'The Coconut Coast'

Y3 MW: Spanish galleons, diving for treasure of The Bahamas.

Y3 EW: Snorkelling experience using withie art work and UV lighting. Find the fish.

Y4 SM: Jamaican music room (Reggae, Mento, Folk, Ska). Rasta caps, drums, guitars.

Y4 CC/SHT: Art work?

Y5 SG/BC: Earthquake survival room

Y5 BR: Create a voodoo doll

Y6 MB: bracelets made from black watermelon seeds, red cornilla seeds and black jaboncilla seeds

Y6 JW: Film room - Cool Runnings

MUGA: 'Are you quicker than Usain Bolt?'

Music

Steel pan band, calypso, Reggae

Language

Would we include a language session?

Mainly English, some Spanish, French and Dutch islands.

Dance

led by Laura

Rumba, Mambo, Danzon, Cha Cha Cha, Salsa

1 hour session, simple salsa type since

Routines from now, Laura, Sophie and Kate will teach more of a routine so those children can lead in the evening. 1 min max.

Sport

Cricket. Football. Athletics.

Costumes/Clothing

Rastacaps

Carnival masks

Geography

Tourism, climate, food, human, physical, flora/fauna, history, wildlife, currency, population, agriculture, coral reefs

Workshops - to give overview led by JW in an afternoon.

Food

Pepper pot (a thick rich slightly spicy soup), Jerk chicken, rice and beans, rice pudding

Banana fritters

Papaya. Plantain. Yam.

Do we try and include Roots?

Drinks

Rum cocktails, mocktails, banana milk, ginger beer

Decorations

Bunting, flags, palm trees, pineapples, pirates

Evening Opening