

Molescroft Primary School School Improvement Plan January to December 2021

Year of Restoration and Optimism



**SUMMARY OF PRIORITIES
PREMIER DIVISION**

CATCH UP & RESTORATION

Notably GPS

READING – Phonics and Inference, Reading breadth and “out loud” for Individuals and small groups

Redrawing the Intervention programme – Provision Map

MENTAL HEALTH & ANXIETY Provision

CURRICULUM COORDINATORS DEEP DIVES

TSA Survival

CHAMPIONSHIP DIVISION

D&T

Pre – Skills - Technical Accuracy & Safety

MATHS

Maintaining our Momentum

Times Tables and Number Bonds

G&T

Identification, particularly of younger children.

& Higher achiever Catch Up

PE

Monitoring and Evaluating arrangements notably the PPA Sessions

SCIENCE

Working Scientifically - Brush up

LANGUAGES

Across the Curriculum

COMPUTING

Investment in hardware & Green Screen

Investment in Library Furniture

FIRST DIVISION

PUPIL PREMIUM IN EVERY STAFF MEETING

SAFEGUARDING, DATA PROTECTION, EMERGENCY & EQUALITY POLICIES

ECO SCHOOL RENEWAL

BASIC SKILLS RENEWAL

REVIEW OF GOOD BEHAVIOUR POLICY

ART

Begin the process of Arts Mark Gold renewal

Review of Textiles

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, Jonathon Williams): Kathryn Ratcliffe

Maths (named teacher, Richard Atkinson): Adrian Adamson

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

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

History & Geography (named teachers, Ben Rowsell, Jonathon Williams): Pam Lockyer

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 Charlton): 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): Jo Bridgeman

P. E (named teachers, Emily Wright & Jack Trowsdale): 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, Rachel Martin*): **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, Ben Rowsell*): **Pam Lockyer**

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) **Jo Bridgeman**

Training Link Governor: Pat Beckley

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2021
FOCUS: CATCH UP & RESTORATION
Notably GPS

READING – Phonics and Inference, Reading breadth and “out loud” for Individuals and small groups
Redrawing the Intervention programme – Provision Map
Basic Skills Renewal
G&T Catch Up and Identification
Investment in the Library
Pupil Premium Support
Basic Skills Award Renewal

Regarding: Pupil Premium Children
GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding: SEN and PRIOR LOWER ATTAINERS
GOVERNOR LINK: KATY KONIECZKO-HANSOM

Regarding: ENGLISH
GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding: TALENTED
GOVERNOR LINK: PAM LOCKYER

**KEY AREA FOR DEVELOPMENT
CATCH UP AND RESTORATION**

Monitoring
Responsibility
MB SC JH BR RM AT JW BR

TARGET

Absence 2020/21	3.0% accounting for COVID impact
EYFS	85%
Year 1 Phonics 20/21	83%
Year 2 Phonics 20/21 *	93%

Key Stage 1 2021 No. of pupils = 60	% working at expected standard (EXS)	% Greater depth Standard (GDS)
Reading	95%	42%
Writing	88%	35%
Mathematics	93%	38%
RWM	85%	30%

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

Key Stage 2 2021 No. of pupils = 60	% working at expected standard (EXS)	% Greater depth Standard (GDS)
Reading	89%	49%
Writing	91%	35%
GPS	91%	38%
Mathematics	92%	35%
Science	95%	
RWM	85%	32%

ACTION

Tasks

Staff Responsible, Timescale/Milestones & Resources

Success Criteria / Outcomes

<p>ANALYSIS SHOWS THAT SINCE THE LOCKDOWN THE FOLLOWING HAS SHOWN SOME DROP IN PERFORMANCE</p> <p>GPS – particularly terminology</p> <p>COMPREHENSION – particularly inference</p> <p>PHONICS – behind particularly in current Y1 & Y2</p> <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>READING</p> <ul style="list-style-type: none"> Ensure as much practice of reading as possible during lessons. Reading materials from the board, from text books, from iPads. Build stamina. Refocus on reading out loud. Expression and volume of reading are areas for development. Children in Year 1 need to spend additional time consolidating their phonics knowledge having missed this in Foundation Year. Year 2 children to have recompleted Phase 5 in the autumn term before starting Phase 6. Ensure sufficient time and resources are planned to enable KS1 children to become secure in their phonic knowledge. Use Story Masters to refocus on Comprehension skills particularly those of Inference. Use every opportunity to reinforce all the GPS terminology across the curriculum. <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>Include in Pupil Progress Report in January JH</p> <p>MB</p> <p>JH</p> <p>Reading Review Staff Meeting SPRING MB</p> <p>CATCH UP PROGRAMME</p> <p>CATCH UP PROGRAMME</p> <p>ALL STAFF</p> <p>ALL STAFF and GPS Review Staff Meeting SPRING MB</p> <p>SPELLING PORTFOLIO OF BESPOKE APPROACHES SPRING MB</p>	<p>Essentially all cohorts are back on track based on individual targets in Maths, Reading (incl. Phonics) and Writing (incl. GPS). AND ...</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>Staff have all the tools to hand to ensure that Gaps in Reading are filled.</p> <p>Catch up programmes and Quality First Teaching have successfully restored attainment levels in Phonics to where they should be, according to our Data Tracker.</p> <p>Comprehension Skills are back at expected levels according to our Data Tracker.</p> <p>GPS restoration is fully achieved by being regularly integrated in the teaching of English and supported by the regular and effective use of the GPS Slides.</p> <p>An agreed bespoke portfolio of Spelling Strategies is agreed and fully in use. These are explicitly matched to groups of pupils and individuals.</p>
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<p>PUPIL PREMIUM & CATCH UP CHILDREN</p> <ul style="list-style-type: none"> Teachers given time to familiarize themselves with the progress of their PP children and any specific needs at every staff meeting. EXTENDED TIME ALLOCATION BY REDUCING DIARY TIME Teachers to identify any gaps arising from lockdown as they teach and if further / extra support is needed to bridge these, to speak with PP & SEND coordinator. Teachers to be particularly aware of potential gaps in grammar knowledge, times tables recall, number bonds and reading stamina after lockdown. PP results from NFER tests will be looked at and potential gaps addressed PP coordinator to complete 'learning walk' to monitor progress and work of PP children PP coordinator to send reminders to staff via email whilst the 10 minute staff focus session can't happen. <p>CATCH UP PROGRAMMES</p> <ul style="list-style-type: none"> Maintain the intensive Catch Up programmes initiated in September 2020. Evaluate progress regularly (see staff meetings above) and then reassign to different groups, ages and subjects regularly. Do not presume that those identified in September, remain the ones in need. Restore all intervention programmes as soon as circumstances allow e.g. <ul style="list-style-type: none"> Booster Classes In loco Parentis initiative at Tea and Breakfast Clubs Reproduce the Provision Map to chart EVERY intervention and strategy we have in our arsenal for meeting every group and individual need. <p>TALENTED MOLES</p> <ul style="list-style-type: none"> Following a staff meeting and some discussion, it has been decided that the talented register should display children who are exceptional in a particular subject area. We can use FLIC to easily identify those children who are high achievers, of whom we have many in our school community. However, talent should be seen as something not identified necessarily by data, though this is a useful signpost, but more by that child standing out for whatever reason that may be. They 	<p>Every Staff Meeting 10mins MB</p> <p>MB LEARNING WALK & PUPIL PROGRESS MEETING JAN MB JH</p> <p>See GPS above</p> <p>MB Learning Walk</p> <p>MB</p> <p>CATCH UP PROGRAMME ££ £££</p> <p>HALF TERMLY JH RM</p> <p>BY SUMMER JH</p> <p>SPRING JH</p> <p>SUMMER BR</p>	<p>Pupil Premium & Catch up 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. Any issues are tackled in a robust and timely manner.</p> <p>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. 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. SUPPORT CLASS ROOM TEACHERS IN THEIR WORK</p> <p>Talented Moles have been fully identified across all year groups and subjects according to the criteria in the policy. The Coordinator is therefore able to produce an effective report on the attainment and challenge provided for these pupils in the Standards Report and also report to SMT any issues across the year.</p>
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<p>may think about things a little bit differently or approach the work in a very individualistic fashion, but it comes down to that shining star who does not come along every year.</p> <ul style="list-style-type: none"> • Address the lack of children lower down the school on the register. (Due to lack of identification through Lockdown). Reengage coordinators with the criteria in the Policy. • Ensure that Higher Achievers are also involved in the Catch-Up Provision. (evidence shows that their attainment has flattened). • Restore, once restrictions are lifted the fundamental use of the Library as a place to promote and enjoy reading. • Replace aging furniture creating a welcoming, cosy environment with armchairs and a feeling of space and wellbeing. <p>RENEW THE BASIC SKILLS AWARD</p>	<p>SUMMER BR & STAFF MEETING</p> <p>LEARNING WALK BR SPRING</p> <p>SUMMER MB ML</p> <p>SUMMER ML FOMS £ £££</p>	<p>Coordinator produces a renewed provision map for Talented Pupils based on the Policy.</p> <p>Library is fully operational and is an inspirational place to read.</p>
<p>Monitoring Strategy Subject SEFs SMT Learning Walks COORDINATOR Deep Dives GOVERNOR FOOTPRINTS KR, RW, PL, KKH</p>	<p>Evaluation Standards Report Half termly reviews by SEND – INTERVENTION TEAMS</p>	



Molescroft Primary School
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School Improvement Plan 2021
FOCUS: MATHS
Maintaining our Momentum
Times Tables and Number Bonds
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. 	6 x STAFF MEETINGS – FEB – MARCH – APRIL – JUNE - SEPT – NOV RA FINANCED THROUGH RELEASE TIME ALREADY BUDGETED FOR	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.
Monitoring Strategy Through regular staff meetings see schedule. SMT ANALYSIS – Deep Dives GOVERNOR FOOTPRINTS; AA Pupil Progress Meetings SMT Book Scrutiny / Learning Walks		Evaluation SMT Reports Standards Report



Molescroft Primary School
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School Improvement Plan 2021
FOCUS: D&T
Pre – Skills - Technical Accuracy & Safety
GOVERNOR LINK: EMMA BRADEY

KEY AREA FOR DEVELOPMENT ACCURATE WORK IN RESISTANT MATERIALS IN D&T		Monitoring Responsibility BC
TARGET To raise the quality of the products produced to match the high quality of design.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> • To include more fine motor skill activities in Foundation and Key stage 1 • To actually teach discrete skills prior to starting the design and make process. • To fulfill last year’s areas for development: <ul style="list-style-type: none"> ○ Add span element for Bridges Year 4 ○ Continue to develop variety in key stage 1 – great opportunity to practice cutting and pincer grip. ○ Ensure accuracy in measuring and gluing – due to where maths is taught ensure a recap lesson if measuring is a key skill required in the DT project ○ Continue to monitor safety when using glue guns and saws. 	LA RA KMcc JT JW KS ½ TD BC APRIL See above.	The quality of finished products is further enhanced by a greater expectation of accurate measurement and “professionalism” in all aspects of the “making” side of the subject. Key skills are ALWAYS practiced at the start of the “Making” element along with continued reinforcement of the safe use of tools and glue guns. IN USING RESISTANT MATERIAL CHAIRS ARE REMOVED AND CHILDREN NEVER SIT TO SAW OR GLUE GUN.
Monitoring Strategy Subject Deep Dive Subject SEF GOVERNOR FOOTPRINTS: EB SMT / COORDINATOR Scrutiny		Evaluation SMT Reports Standards Report



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2021
FOCUS: ART
Restart the Journey of renewal of the Arts Mark
Teaching Textiles
GOVERNOR LINK: SARAH CRAWFORD

KEY AREA FOR DEVELOPMENT BEGIN THE PROCESS OF RENEWAL OF THE ARTS MARK WORKING IN TEXTILES and COLLAGE		Monitoring Responsibility HR/SP (ML)
TARGET Ensure all teachers understand the process of high-quality teaching and learning in Textiles.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> To recommence the first stage of the Arts Mark renewal with a detailed evaluation of where the school stands in relation to its Arts Provision. Identify the areas to be developed and structure the action plan to take the school through the process of renewal. Continue to promote and value the importance of the artistic process and not just the final outcome. To try and get our artwork out into the community. Provide staff training in Textiles and Collage. 	HR to work with PW supported by ML and SP on return to lead the school through the renewal process. SPRING: Complete evaluation and agree the areas of development. SUMMER 1 Staff meeting to agree common strategy and road map. 1 STAFF MEETING SPRING HR	The school has an agreed and understood strategy for further developing the Art Provision in school. This will include a shared understanding and agreement of staff as to the priorities for development. All teachers understand how to take the well understood processes of teaching “Art” and apply these to teaching the creative process through Textiles and Collage.
Monitoring Strategy Evaluation of teaching and work produced. Coordinator Deep Dive GOVERNOR FOOTPRINTS: SC SMT / COORDINATOR Scrutiny		Evaluation SMT Reports Standards Report



Molescroft Primary School
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School Improvement Plan 2021
FOCUS: SCIENCE Working Scientifically - Brush up
GOVERNOR LINK: EMMA BRADLEY

KEY AREA FOR DEVELOPMENT WORKING SCIENTIFICALLY		Monitoring Responsibility CC
TARGET To ensure that Scientific Investigation is at the heart of the subject.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ACTIVITIES <ul style="list-style-type: none"> • Make it clear which of the 5 strands of Working Scientifically that children are using. • Use data logging.- Y4 have started to use the Google Journal. Can this be used in other year groups? Is there anything else used/needed in KS1? • Make 'Working Scientifically' objectives explicit? • Ensure teachers take all the opportunities there are to learn things through investigating. • Look for opportunities to link Science with DT 	2 STAFF MEETINGS SUMMER CC	Subject Learning Walk including lesson observation and work in books clearly demonstrates that wherever appropriate an investigative approach is central to learning within Science Units. Teachers recognise and demonstrate their understanding of Cross-Curricular Links as exemplified in the planning units.
Monitoring Strategy Learning walk Coordinator Deep Dive GOVERNOR FOOTPRINTS: EB SMT / COORDINATOR Scrutiny		Evaluation SMT Reports Standards Report



Molescroft Primary School
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School Improvement Plan 2021
FOCUS: COMPUTING Investment in hardware & Green Screen

- **Programming / Using APPS in teaching**
 - **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 to 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. Another set of iPads ideally 2 – KS1 need and Y3. 	1 STAFF MEETING SPRING SM 2 STAFF MEETINGS SUMMER / AUTUMN SM SUMMER FOMS £££ (see above) SM ML SUMMER FOMS £ £££ (see above) MB ML ££,£££ SM ML MB	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.

<ul style="list-style-type: none"> Coordinator to create an evidence base to recognise work done in Computing and to exemplify progression 	SPRING TERM SM	Teachers are clear of what the progression is like across all Computing strands
<p>Monitoring Strategy Through regular staff meetings see schedule. Subject Deep Dive GOVERNOR FOOTPRINTS: GH REPORT TO GOVERNORS: Curriculum SEF</p>	Evaluation Standards Report	



Molescroft Primary School
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School Improvement Plan 2021 FOCUS: CURRICULUM

- **Subject Coordinator led deep dives - lesson study + KS2 - KS1 – FY**
 - **GOVERNOR LINK: ALL GOVERNORS**

KEY AREA FOR DEVELOPMENT DEEP DIVES INTO ALL TEACHING AND LEARNING		Monitoring Responsibility MAL AT JH & SUBJECT COORDINATORS as per subject/area
TARGET To enable coordinators to conduct deep dives into their areas of responsibility in order to have a full understanding of teaching and learning in the area and thus able to impact effective and immediate support and improvement. Note particular reflection on the work of SEND pupils.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p>ACTIVITIES</p> <p>SUBJECT COORDINATOR LED DEEP DIVES Subject Coordinators to complete deep dives in their subjects looking at provision from FY to Y6.</p> <ul style="list-style-type: none"> 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 	<p>SPRING INTO SUMMER TERM ALL COORDINATORS £,£££</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>It is clear though Deep Dives, Learning Walks and Lesson Observations that SEND children are being</p>

<p>pushed ahead by TAs and do not do work which covers what is already known.</p> <ul style="list-style-type: none"> • Subject coordinators to advise the provision of appropriate differentiation for SEND children to ensure all can fully access their curriculum area. • 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. • Matthew Harrington School IP to visit in the Summer Term to meet staff and discuss the results of the Deep Dives – preparation for Ofsted. <p>WOODMANSEY</p> <ul style="list-style-type: none"> • Coordinators to complete the full process at Woodmansey each spending a day at the school (paid by Woodmansey) to support the implementation of the curriculum there. 	<p>AUTUMN TERM £,£££ (Woodmansey)</p>	<p>given the appropriate support to achieve at secure levels. 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. It is also clear that higher achievers are being enabled to work at a greater depth. Lessons are adapted based on a clear and quick analysis of where children actually are in their understanding of the unit of work. Children do not waste time on things they already know and can do.</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/ DEEP DIVES COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: All governors linked to their subjects.</p>	<p>Evaluation Standards Report Report from Matthew Harrington</p>	

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2021
FOCUS: TSA SURVIVAL

- 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 AT 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>AT ONCE RESTARTED</p> <p>SMT</p>	<p>Preparations succeed in developing an effective and sustainable collaboration with Wolds TSA and Tidal TSA, supporting the TS HUB.</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. Riding Forward remains an effective and valued support to schools across the LA and to ERSIP.</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</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>without there being any drain on the Molescroft Primary School Budget.</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. 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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School Improvement Plan 2021
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: PB	Evaluation Standards Report	



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2021
FOCUS: LANGUAGES “Out of Lesson Learning”
GOVERNOR LINK: JO BRIDGEMAN

KEY AREA FOR DEVELOPMENT COMPLETING THE 2020 THE YEAR OF LANGUAGES PROGRAMME 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 DEVELOP “OUT OF LESSON LEARNING” ● 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 different phrase per week, children will then prepare their responses. ● Take the same concept into other situations including in PE. Vocab and sentence structure for use in PE. ● To develop the booklets further and tailor the planning for iLanguages to ensure a bespoke fit for Molescroft ● To continue to develop resources on the PERLE website and linked media. ● To investigate new ideas for raising the profile of Primary Languages on a weekly basis within Molescroft itself for 	<p>£ £££ SUMMER / AUTUMN ML</p> <p>SUMMER / AUTUMN TERM SHT</p> <p>SPRING 1 STAFF MEETING SHT EW JT</p> <p>AUTUMN 1 x STAFF MEETING SHT</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>Through the TSA, teachers come to view the exemplary provision of MFL teaching at MPS</p> <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>Teachers routinely use vocabulary and phrases from the target language in the teaching of PE. Pupils respond physically and verbally to the prompts.</p>

<p>example fortnightly short film clips or audio messages sent with 'Phrase of the fortnight' and 'Phonic Focus'</p> <ul style="list-style-type: none"> To investigate assessment ideas for Primary Languages. 	<p>SUMMER 1 STAFF MEETING SHT</p>	<p>New means of analysis are used to inform teachers' assessment. This further informs the new transition document.</p>
<p>Monitoring Strategy GOVERNOR FOOTPRINTS: JB COORDINATOR LEARNING WALK – DEEP DIVE</p>	<p>Evaluation Standards Report</p>	

HEALTH, SPORT, FITNESS and WELL-BEING



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2021
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 EW / JT
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. 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. Introduce French and Spanish vocabulary and sentences into PE Lessons. 	£ £££ SPRING / SUMMER EW JT AUTUMN JT EW SET UP SPRING EW JT See above	A full review of ALL sport and PE identifies the strengths and weaknesses of the provision. Orienteering course matches site changes. Children measure and therefore are aware of their progress in fitness. (see MFL above)
Monitoring Strategy MW / EW: SEF COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: Katy Konieczko-Hansom		Evaluation Governor Footprint Standards Report



KEY AREA FOR DEVELOPMENT MENTAL HEALTH, AWARENESS, RECOGNITION AND RESPONSE		Monitoring Responsibility SC JH
TARGET To increase the ability of the school to respond quickly to the growing numbers displaying Mental Health concerns, particularly attachment disorders and anxiety.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> To enhance the ELSA provision to meet a growing need for individual support. To train a third member of staff to be able to offer ELSA support. 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, a place for Lego Therapy and for ELSA. To reinforce staff training in the recognition of and support for those with Mental Health Needs including Anxiety, Attachment Disorders. Produce a specific plan for emergency support for those having anxiety about crossing the threshold and include this is a review of SMT roles notably pastoral support. To continue to recognise, support and care for those with Mental Health Issues. This to include those with Attachment Difficulties and Anxiety. 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. 	ML JH ML JH SC SC JH SC SC JH MAL SC JH RJ (MB Lib Timetable) SC JH	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. Staff and the school as an institution has the clear means to recognise, understand and respond to mental health issues amongst the pupils. There is an effective portfolio which can be deployed immediately a pupil presents concerns, be these at the school door, in class, at play and/or at home. Kevin is fully timetabled into the life of all children in school.

<p>Monitoring Strategy Reports from SC / JH GOVERNOR FOOTPRINTS: RW SMT / COORDINATOR Scrutiny</p>	<p>Evaluation SMT Reports Standards Report</p>
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SAFEGUARDING:
PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT

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



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2021
FOCUS: ECO SCHOOLS GREEN FLAG RENEWAL
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 with cooperation with the Parish Council. To create a Bluebell Wood in memory of Martin Wood. 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 CROSS SCHOOL ACTIVITIES SUPSPENED UNTIL RESTRICTIONS ARE LIFTED. <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"> • Complete review on how we manage the waste we create. 	HB ONGOING HB SPRING HB SPRING SPRING TERM HB SPRING HB HB ONGOING – H&S CHECK EACH TERM MAL HB DP, WILD TEAM ONGOING DP / WILD TEAM SHu / DP	The Eco – Sustainability agenda is maintained symbiotically with the life of the school. The ‘Really Wild Curriculum’ is maintained 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 SHu checks this with her team regularly. 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>MAL / FOMS</p> <p>SHu ON GOING</p> <p>SHu ON GOING</p> <p>SHu ON GOING</p> <p>SHu DP ONGOING SHu ONGOING</p> <p>SHu WILD TEAM ONGOING SHu Shu</p> <p>SC</p> <p>EVERY AUTUMN SC</p> <p>SHu ONGOING</p> <p>SHu WILD TEAM ONGOING</p> <p>Shu ££</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 • Create the MARTIN WOOD with 500 bluebells and 14 trees <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, Kelly Monaghan, and Laura McKenzie</p>	<p>MAL WILD TEAM SPRING AUTUMN</p> <p>WILD TEAM ONGOING</p> <p>MAL RJ WILD TEAM MARCH ££££</p> <p>ML SPONSORSHIP</p> <p>WILD TEAM ONGOING</p> <p>WILD TEAM SPRING</p> <p>WILD TEAM SUMMER AUTUMN</p> <p>WILD TEAM ONGOING</p> <p>MAL SHu SUMMER</p> <p>MAL SHu</p> <p>DPDG MAL SUMMER 2 £££ OVERTIME</p> <p>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> <p>The wonderful new resource, habitat and memorial is complete “The Martin Wood”. The first 500 bluebells flower in Spring!</p>
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<p>Monitoring Strategy D.E.I.D.R.E Green Team Minutes SHu report to head. GOVERNOR FOOTPRINTS: Richard West</p>	<p>Evaluation D.I.E.D.R.E MINUTES</p>
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Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2021
FOCUS: INTERNATIONALISM
GOVERNOR LINK: PAM LOCKYER

KEY AREA FOR DEVELOPMENT To maintain our International Provision		Monitoring Responsibility JW SG LH ML
TARGET Internationalism remains at the heart of the life of our school, recognising that we are in a Global Society and Economy.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ONGOING ACTIVITIES 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 (to resume when the dining hall reopens) • Fair Trading Post (to resume when within school restrictions are removed) • United in Sport: <ul style="list-style-type: none"> ○ Celebrating World Hockey ○ Celebrating European Football ○ Molympics • Handball; Germany links Lemgo • Harvest for the World • Hosting Danish Teaching Students (Expected September 2021) • Hosting Swiss Teachers (postponed to June 2022) • Hosting German Work Placement Students (Expected September 2021) 	INTERNATIONAL TEAM: JONATHON WILLIAMS supported by Laura Hakner / Sarah Grainger / Michael Loncaster SM CC RM MB BR ML HB JT EW JW KS ML ML SM CC ML MB BR ML RA LH	As soon as restrictions are lifted, those areas which are suspended are quickly restored. All other activities are maintained in a Covid Secure Manner. Links are not lost with our partner schools in Germany and Poland.

<ul style="list-style-type: none"> • Maintaining links with Lemgo and Bremerhaven <ul style="list-style-type: none"> ○ Students visiting from Poland and Germany to share their Life in a Box with our pupils. (Postponed until travel restrictions are lifted) ○ Teachers to visit from Südschule hopefully in June or October 2021 <p>INTERNATIONAL FESTIVAL</p> <ul style="list-style-type: none"> • To host a three-week International Festival in February 2021 based on Thailand. • Festival to cover the Flora, fauna, physical and Human Geography of Thailand with a full cultural experience to include Art and Dance. • It will not be possible to host an evening festival for the whole community. 	<p>ML ML</p> <p>ML</p> <p>JW LA SG ML</p>	
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<p>Monitoring Strategy Subject Deep Dives and Learning walks DIEDRE EVALUATION GOVERNOR FOOTPRINTS: PL</p>	<p>Evaluation Heads Report to Governors</p>
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SCHOOL INSET PROGRAMME 2021

Pupil Premium – 10 minutes in every staff meeting

SPRING: 11 TUESDAYS INTO WEDNESDAYS

Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz Incl. Lockdown & MWAMBA 2 hours TD

International Festival	1 hour TD
Textiles and collage	1
Consultation Evening	1
DIEDRE BAHLOW	1
Mid-Year Pupil Review (Disaggregated Extra PPA 3 rd April)	
Appraisal Reviews	1
GPS Review	1
Spelling Portfolio of Bespoke approaches	1
Reading Review	1
Maths Mastery	2
Computing – Apps Across the Curriculum	1
LANGUAGES in PE	1

Key stage meetings to be fitted in.

SUMMER: 13 THURSDAYS

D&T Quality, skills and accuracy	½ TD
DIEDRE BAHLOW	1
Key Stage Meetings	1
Residential Week	1
Maths Mastery	2
Appraisal Reviews (July)	1
Theatre Club Thursday	1
Expo Night	1
Talented	1
Science Working Scientifically	2
Computing APPS	1
ARTS MARK Way forward	1

AUTUMN: 13 MONDAYS

Business – Year ahead	½ TD
New Faith	1
DIEDRE BAHLOW	1
Consultation Evening	1
Towards the new SIP SUBJECT SEFS	1
Appraisal Reviews (Oct)	1
Maths Mastery	2
Key Stage Meetings	1

Computing APPS	1
Languages Assessment	1
Good Behaviour Review	1
Languages – Profile and films	1
Key Stage Meetings	1

BUDGET IMPLICATIONS

International Week	£ 3 000 + £2 000 pc
Deep Dives	£ 1 000 (largely in-house covering of costs)
FY Equipment	£ 2000
Guided Reading Books	£ 2000
Apps for linking iPads and screens	£ 200
iPads	£ 20 000
Meadow	£ 2 000

FRIENDS ASSOCIATION BIDS 2021

Refurbishment of Library Furniture and Green Screen	£ 10 000
PE Sheds	£500

CAPITAL DEVELOPMENTS

FUTURE

KS1 Adventure Playground	£20 000
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COMPLETED ACTIONS OF 2020

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS

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

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.

NEW FOCI PHONICS PUPILS & BOTTOM 20%

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.

PUPIL PREMIUM

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.

RE-ESTABLISH INTERVENTION POST - MAIN FOCUS WRITING ALL ASPECTS LINKING UP WITH SEN COORDINATOR & MENTAL HEALTH

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, or sometimes the TA will work alone to enable the attendance at meetings etc.

Review use of the Tony Knight Centre for ELSA as well as for interventions and Wild Area.

FOCUS: MATHS

- Maintaining our Leading Practitioner Status

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.

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.

FOCUS: ENGLISH

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

GOVERNOR LINK: KATHRYN RATCLIFFE

EMBED THE AGREED PROGRAMMES OF READING & WRITING MASTERY to ensure the continuing raising of attainment and progress of pupils in all year group.

MONITORING THE PROGRESSION OF PUPILS AS A RESULT OF THE NEW READING MASTERY & WRITING MASTERY PROGRAMMES

- 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:
 - o Story Masters
 - o Guided Reading
 - o Share and Care Reading
 - o Phonics Teaching
 - o Word Level Work (FY / KS1)
 - o The Class Novel
 - o Library Time
 - o Homework
- MB to feedback
- Ensure that Reading Comprehension is effectively being developed at a high standard in every year group.
- MB to feedback

SPELLING PROGRAMMES AND GRAMMAR SLIDES

- To ensure that the GPS slides are being effectively used and that they continue to support core skills

FOCUS: COMPUTING

- **Programming / Using APPS in teaching**
- **Playing with Cross Curricular APPS**
- **Facilities and Hardware Renewal**

GOVERNOR LINK: GARY HUGHES

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 CURRICULUM AREAS.

- Continue to train teachers to deliver the revised computing units particularly making use of the iPads, removing any reliance on the ageing computer suites.
 - 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.

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

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. DEMONSTRATING PROGRESSION AND DEPTH NOTING THE FY BASELINE IN PROGRESSION EDIT UNIT PLANS - CHARTING KEY CONCEPTS - WHAT COMES BEFORE, WHAT COMES NEXT.

- 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.

CROSS CURRICULAR MAPS

- 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.

SUBJECT COORDINATOR LED DEEP DIVES - LESSON STUDY PLUS KS2 - KS1 – FY – EXTRA FUNDING FROM THE NEW BUDGET SETTLEMENT TO ENABLE THIS

- 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.

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS

FOCUS: TSA

GOVERNOR LINK: FINANCE COMMITTEE CHAIR: SARAH CRAWFORD

TEACHING SCHOOL

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.

Particularly to compliment and cooperate in areas of:

- ITT
- CPD
- LEADERSHIP DEVELOPMENT
- SCHOOL TO SCHOOL SUPPORT
- RESEARCH INITIATIVES
- MATHS AND ENGLISH HUBS

To provide Research School link with Wolds TSA with SG working initially for 1 day per week on the initiative.

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

- 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.

FOCUS: MAINTAIN FUNDING SUPPORT BUILT IN TO BUDGET FOR FY EQUIPMENT

GOVERNOR LINK: PAT BECKLEY

Ensuring that the provision in the FY is resourced automatically and is secured and protected in the long term.

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.

FOCUS: YEAR OF LANGUAGES

- **“Out of Lesson Learning”**

GOVERNOR LINK: JO BRIDGEMAN

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

TO ENHANCE THE TEACHING OF MFL BY MOVING THE EXPERIENCE “OUT OF THE LESSON”

- 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.

HEALTH, SPORT, FITNESS and WELL-BEING

FOCUS: PE

- **Monitoring and Evaluating NEW arrangements**

GOVERNOR LINK: Katy Konieczko-Hansom

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

- Monitor the quality of delivery and progression with the Gymnastics teaching (now by Meridian for KS2).
- 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.
- Ensure the MUGA is used fully at lunchtimes.
- Ensure the playtime use of the MUGA is matching the designed programme.
- Check that the Orienteering Course is redone to reflect changes to the school grounds.

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

- FOCUS: REVIEW RISK ASSESSMENTS
- GOVERNOR LINK: RICHARD WEST

REVIEW OF ALL RISK ASSESSMENTS

- Complete three-year review of all RISK ASSESSMENTS
- Add them to the Website

CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY, & SUSTAINABILITY

- FOCUS: ECO
- PLASTICS & RECYCLING
 - Wildflower Meadow
- GOVERNOR LINK: RICHARD WEST

MAINTAIN THE ECO SCHOOL Green Flag Award Standard

To maintain standards and develop new initiatives through the Green Team to ensure the Eco School Green Flag Status is constant.

Create new protocols for the handling and use of plastics.

MAINTAINING THE ECO SCHOOL GREEN FLAG

Global Perspective – Fair Trade: LEADER / SUZIE HULSE

- 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

- 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

- ***Complete review on how we manage the waste we create.***
- ***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
- *Compost dug into school garden – Big Weed*

Energy: LEADER / THE GREEN TEAM under Suzie's direction and Dave's provision of data

- 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
- Scout the Route
- Pedestrian Skills

Healthy Living: LEADER / PSHCE Coordinator

- **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 further digester for Fruit 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
- ***Create the planned Wild Flower Meadow in conjunction with the Parish Council***

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

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

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

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

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'

NOTE THE REALLY WILD TEAM is Debra Goff, Nicole Roberts and New appointment

FOCUS: INTERNATIONAL SCHOOL AWARD

GOVERNOR LINK: PAM LOCKYER

MAINTENANCE OF THE INTERNATIONAL SCHOOL STANDARD including the 2020 International Festival ITALY

IMPLEMENTING THE INTERNATIONAL SCHOOL AWARD PLAN

ANNUAL 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
- Handball; Germany links Lemgo
- Harvest for the World
- Hosting Danish Teaching Students
- Hosting German Work Placement Students
- Maintaining links with Lemgo, Bremerhaven and Wielkopolski
 - 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.
 - A return visit from Lemgo, Bremerhaven and Wielkopolski Staff and pupils including Phonics lessons for the Polish Students.

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.

INTERNATIONAL FESTIVAL 2020: ITALY

INITIAL PLANS

- Pupils will enjoy workshops delivered by the Italian Community in our area. These will include:
- Opera
- Food particularly cooking with pasta, and making gelato
- 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.

FOCUS: PSICHE

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

GOVERNOR LINK: RICHARD WEST

EMBED AND EVALUATE THE USE OF THE NEW PSHE ASSOCIATION MATERIALS AND THE NEW STRUCTURE OF LESSONS.

To monitor the new arrangements set up in September 2019 revisiting the delivery of PSICHE

- 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.