

Priority for Development:
3. Curriculum
Monitored by: Chris Mackman & Emma Adie

- 3i) To ensure that the curriculum meets the needs of pupils, excites their interest and prepares them well for their next stage in education. [HMI May 2018](#)
- 3ii) To ensure pupils have sufficient opportunity to experience learning in a range of curriculum areas.
- 3iii) To ensure pupils have the knowledge they need in order to live safe and healthy lives.

Success Criteria:

- a) Children have been taught a Science curriculum and have developed age appropriate skills in Science. [See comments in HMI report for further improvement. May 2018.](#)
- b) Children have been taught a modern foreign language curriculum and have developed age appropriate skills in a modern foreign language.
- c) Pupils have age appropriate knowledge of how to keep themselves safe and lead a healthy life.
- d) The curriculum ensures that pupils are well prepared for the next stage in their education.
- e) The curriculum ensures pupils have developed their knowledge and understanding in a range of areas that enables them to be prepared for life in modern Britain.
- f) [See also detailed success criteria for priorities 4 and 5.](#)

Evaluation summary

14.11.17 – it is too early in the academic year to measure the impact of science and MFL on pupil skills and outcomes. However, these subjects are now firmly in place and children are seen to be enjoying the learning.

Pupil voice has yet to be heard regarding safety (including eSafety). However, pupil voice shows that children are excited by the enrichment opportunities which are being made available to date eg WOW day – animal workshop.

Parent consultation evening was very successful and parents were generally thrilled with seeing the amount and depth of learning in their child’s books. Parents also reported that their children were now excited to come to school and would talk about their learning at home more readily.

Governors have undertaken monitoring activities but, to date, SLT have not received any reports from such activities. Governors must evaluate for themselves whether or not they *understand* leaders planned actions in response to findings, and report this to SLT so that they are fully aware of what their next steps need to be in supporting governance.

27.2 18 school has a working party established between the two schools to develop SMSC and British Values teaching. KS2 class is now split for both MFL and PSHE to make it more age appropriate

Key Performance Indicators to check progress and impact of priority

Date	Late October-November 2017	February 2018	July 2018
Key Performance Indicator	<p>Pupils' work clearly shows that they have been taught a range of subjects and are therefore receiving a broad curriculum.</p> <p>Monitoring activities show that pupils have been taught a Science curriculum.</p> <p>Monitoring activities show that pupils have been taught a MFL curriculum.</p> <p>Monitoring clearly shows children are being given an opportunity to learn how to keep themselves safe/PSHE/relationships.</p> <p>Monitoring of collective worship (and collective worship evaluations) show that Executive Head Teacher has used opportunities for teaching and learning in regards for keep themselves safe/PSHE/relationships.</p>	<p>Monitoring activities find progress is evident in pupils' books from a range of subjects.</p> <p>Monitoring of the planning of collective worships clearly show that opportunities are in place for children to learn how to keep themselves safe/PSHE/relationships.</p>	<p>The overall priority success criteria above have been met.</p> <p>End of Key Stage data for Science (teacher assessment) shows results are in line with national data.</p> <p>Pupil conferencing clearly shows have an improved understanding of how to keep themselves safe/relationships.</p> <p>Year 5 and 6 children have received SRE.</p> <p>See Leadership POAP for breakdown of outcomes.</p>
Monitoring activities linked to above (how)	<p>ILB member visits to see summary reports from the monitoring activities above and interviews with pupils</p>	<p>ILB member visits to see summary reports from the monitoring activities above</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p>

	<p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see focussed evidence identified within the monitoring summaries.</p>	<p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see focussed evidence identified within the monitoring summaries, including looking at pupils' books.</p>	
Who and when			

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
	To develop a thematic curriculum.	<ol style="list-style-type: none"> 1. Curriculum map is created, with clear coverage of the curriculum and progression in skills and knowledge. It ensures appropriate challenge for all ability groups. Topics which excite and engage all learners are selected. 2. Curriculum map is shared with staff. 3. Curriculum map is shared with parents via school website. 	RW	Time, Chris Quigley Essentials	<p>Oct 17</p> <p>Oct 17</p> <p>Oct 17</p>	<p>Children's entitlement to broad and balanced curriculum is met.</p>	<p>SLT and Governors:</p> <p>RW to present new curriculum map to AF/SLT.</p>	<ul style="list-style-type: none"> • The curriculum is now in place and is being delivered. Evaluation of impact will follow at a later stage. • Much work is taking place to improve staff subject knowledge and understanding of how a thematic curriculum can enhance pupil progress, knowledge and skills.

Connections Curric.	To ensure termly planning enables all children to access a broad and balanced curriculum.	<p>4. Planning days take place, with key staff across Weston and Whaplode attending. (SLT members to attend to monitor curriculum coverage and quality of planning.)</p> <p>5. WOW experiences are identified during planning day and organised.</p>	RW	Time, Chris Quigley Essentials	Oct 17 Dec 17 Feb 18 Apr 18 May 18 Jul 18	Teaching of new knowledge and skills is mapped for all areas of the curriculum at age appropriate levels. Children are engaged in learning activities that are driven by clear learning intentions from curriculum plans. Pupils' books identify children are accessing a broad and balanced curriculum	SLT and Governors: SLT to be present in planning meetings.	<ul style="list-style-type: none"> This is now in place and needs to be embedded. Improved home engagement has enhanced opportunities for home learning. Open mornings have provided parents/guardians with the opportunity to see how their children learn and the curriculum which is on offer. There was a significant uptake at these sessions.
		<p>6. Opportunity for pupil voice on the new curriculum is given.</p> <p>7. Home learning opportunities are identified termly and sent home prior to topic starting.</p>			Oct 17 Oct 17			
Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)

Connections Curric.	To ensure new curriculum is implemented fully through ongoing evaluation.	<p>8. Effectiveness of new termly planning to be monitored via:</p> <p>8a. Connections lesson drop-ins</p> <p>8b. Book scrutiny and pupil interview.</p> <p>8c. Learning environment.</p> <p>9. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p> <p>10. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p>	RW RW/ AF RW/ AF RW/ AF	Time	Oct 17 Nov 17 Dec 17 Feb 18 Apr 18 Jun 18	Ongoing evaluation ensures children's entitlement to broad and balanced curriculum is met.	SLT and Governors: Drop-ins Book scrutiny (with pupil interviews)	<ul style="list-style-type: none"> This aspect is on track to meet the objective and timescales. Evaluation of the impact of the teaching and learning in science will need to take place at Easter and July.
Science	To ensure KS1 pupils study a broad and balanced Science curriculum.	<p>11. Curriculum map is created, with clear coverage of the curriculum and progression in skills and knowledge for KS1 Science. It ensures appropriate challenge for all ability groups. It ensures purposeful and meaningful links between Science and overall termly themes.</p> <p>12. Science to be planned for during termly planning days, with key staff from both Weston and Whaplode attending. Plans created to outline opportunities for exploration and investigation.</p>	RW RW		Oct 17 Oct 17 Dec 17 Feb 18 Apr 18 May 18 June 18	Children have scientific knowledge and skills that are age appropriate. Children have had opportunity to develop these across the whole Science curriculum.	SLT and Governors: RW to present Science curriculum map to AF/SLT. Timetables Plans Drop-ins Book scrutiny (with pupil interviews)	<ul style="list-style-type: none"> This aspect is on track to meet the objective and timescales. Evaluation of the impact of the teaching and learning in science will need to take place at Easter and July. This represents considerable improvement to the broad, balanced curriculum available

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
Science	To ensure KS1 pupils study a broad and balanced Science curriculum. (cont.)	<p>13. Effectiveness of KS1 Science planning to be monitored via:</p> <p>13a. Connections lesson drop-ins (during Science session.)</p> <p>13b. Book scrutiny and pupil interview.</p> <p>13c. Learning environment.</p> <p>14. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p> <p>15. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p>	RW/AF	Time	Oct 17		SLT and Governors: RW to present Science curriculum map to AF/SLT. Timetables Plans Drop-ins Book scrutiny (with pupil interviews)	<ul style="list-style-type: none"> This represents considerable improvement to the broad, balanced curriculum available Deferred to Jan because of the blocking of Science
	To ensure KS2 pupils study a broad and balanced Science curriculum.	<p>16. 2-year programme for years 3/4 and 5/6 is designed, with clear coverage of the curriculum and progression in skills and knowledge. It ensures appropriate challenge for all ability groups.</p> <p>17. Separate termly planning is created for years 3/4 and years 5/6. (Years 3/4 to be taught Science separately from year 5/6.)</p> <p>18. Weekly timetables show Science is being taught in KS2.</p>	RW RW SA			Oct 17	Children have scientific knowledge and skills that are age appropriate. Children have had opportunity to develop these across the whole Science curriculum.	SLT and Governors: RW to present Science curriculum map to AF/SLT. Timetables Plans Drop-ins Book scrutiny (with pupil interviews)

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
Science	To ensure KS2 pupils study a broad and balanced Science curriculum. (cont.)	<p>19. Resources are audited and new resources purchased where needed.</p> <p>20. Effectiveness of KS2 Science planning to be monitored via:</p> <p>20a. Science lesson drop-ins</p> <p>20b. Book scrutiny and pupil interview.</p> <p>20c. Learning environment</p> <p>21. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p> <p>22. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p>	RW/ AF	Time £500 for resources	Dec 17 Oct 17 Nov 17 Dec 17 Feb 18 Apr 18 Jun 18		SLT and Governors: RW to present Science curriculum map to AF/SLT. Timetables Plans Drop-ins Book scrutiny (with pupil interviews)	Planning meetings to inform what resources are needed. Butterfly farm purchased and ready for use 21 remains amber due to staffing issues.

MFL	To ensure KS2 pupils study a broad and balanced MFL curriculum.	23. MFL scheme to be chosen and purchased.	RW		Oct 17	Children have MFL knowledge and skills that are age appropriate. Children have had opportunity to develop these across the whole MFL curriculum.		<ul style="list-style-type: none"> • This is a work in progress. MFL is now being taught and evaluation is in its early stages. • MFL leadership continues to need development. • There will NOT now be the appointment of an MFL specialist. • This represents considerable improvement to the broad, balanced curriculum available.
		24. MFL scheme to be implemented.	RW		Oct 17			
		25. MFL termly planning to be written. It ensures age-appropriate challenge for all ability groups and clear skill progression.	SA		Oct 17			

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
MFL	To ensure KS2 pupils study a broad and balanced MFL curriculum. (cont.)	<p>26. Effectiveness of MFL planning to be monitored via:</p> <p>26a. MFL lesson drop-ins</p> <p>26b. Book scrutiny and pupil interview</p> <p>26c. Learning environment</p> <p>27. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p> <p>28. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p> <p>29. Class teacher teaching in KS2, supported with appropriate materials</p>	RW/ AF	Time £300	Oct 17 Nov 17 Dec 17 Feb 18 Apr 18 Jun 18 Dec 17		SLT and Governors: Timetables Plans Drop-ins Book scrutiny (with pupil interviews)	
PSHE/staying safe and healthy	To ensure pupils study a broad and balanced PSHE curriculum.	<p>30. PSHE scheme to be chosen and purchased</p> <p>31. PSHE scheme to be implemented.</p> <p>32. PSHE termly planning to be written. It ensures age-appropriate content for all year groups.</p>	RW RW RW		Oct 17 Oct 17 Oct 17	Children have PSHE knowledge that are age appropriate. Children have an understanding of how to keep themselves safe and lead a healthy life.	<ul style="list-style-type: none"> Materials used are in line with that being used at Whaplode. Monitoring of this aspect of the school has not yet been fully undertaken Feb 2018 - although 31/32 are now green, in light of changes to SMSC provision, resources due to be implemented after Easter 	

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
PHSE/Staying safe and healthy	To ensure pupils study a broad and balanced PSHE curriculum. (cont.)	<p>33. Effectiveness of PSHE planning to be monitored via:</p> <p>33a. PSHE lesson drop-ins</p> <p>33b. Book scrutiny and pupil interview</p> <p>33c. Learning environment</p> <p>34. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p> <p>35. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p>	RW/ AF	Time £100	<p>Oct 17</p> <p>Nov 17</p> <p>Dec 17</p> <p>Feb 18</p> <p>Apr 18</p> <p>Jun 18</p>		<p>SLT and Governors:</p> <p>Timetables</p> <p>Plans</p> <p>Drop-ins</p> <p>Book scrutiny (with pupil interviews)</p>	<p>PSHE scheme was not implemented in time for this to be carried out within the original timeframe.</p> <p>PSHE lead from Whaplode has modelled circle time in both classes, observed by staff - +ve impact in both classes thus far.</p> <p>Revised planning templates now in place for PSHE, RE and MFL.</p>
	To ensure children have an age appropriate knowledge of how to keep themselves safe and lead healthy lives.	<p>36. Existing collective worship plans are adapted to ensure 1 x session per week focuses on safety, PSHE and/or leading a healthy life.</p> <p>37. Collective worship plans are written to include 1 x session per week focuses on safety, PSHE and/or leading a healthy life.</p> <p>38. A display board is to be created in the hall to promote staying safe and leading a healthy life, in line with the content of collective worships.</p>	<p>AF</p> <p>AF</p> <p>RW</p>		<p>Oct 17</p> <p>Dec 17</p> <p>Oct 17</p>	<p>Children have an understanding of how to keep themselves safe and lead a healthy life.</p>	<ul style="list-style-type: none"> Leaders have not yet been able to fully evaluate acts of worship. YS to monitor CW planning and evaluation to support this aspect of the POAP. 	

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
PHSE/Staying safe and healthy	To ensure children have an age appropriate knowledge of how to keep themselves safe and lead healthy lives.	<p>39. Effectiveness of safety/health collective worships to be monitored via:</p> <p>39a. Collective worship drop-ins</p> <p>39b. Pupil voice</p> <p>39c. Learning environment (monitoring display mentioned above)</p> <p>40. Findings of monitoring activities to be acted upon and collective worship plans to be adapted accordingly.</p> <p>41. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p>	ILB/ worship coun cil	Time	Oct 17 Nov 17 Feb 18 Jun 18		SLT and Governors: CW Planning CW Drop-ins Pupil interview	