

2019-20 Subject specific Objectives		
Name	Role	Outline of target
Jill Chapman	SENCO.	a) To continue to improve SEN provision in the school with the support of assistant SEN Lead (Michelle Page). Focus will be on the following aspects of SEN provision mapping and services to support both Tier 1 and Tier 4 pupils.
		· Engaging and involving East Staffordshire Support Services more often to support pupils and families in school and thus improve their educational progression.
		· Ensure children who require support at an EHCP/AEN are prioritised for management time to complete appropriate paperwork, records for meeting the criteria and staff involvement.
		· Visit the E-bag at least weekly to review support changes, courses and updated policy information.
		· Continue to develop the teacher support mechanisms e.g. Boxall, B.P.V.S. and Wellcom.
		b) To show the impact of increased management time on the provision for SEN across the school through
		· Improved pupil provision and outcomes · Increased service interaction and support · Increased effectiveness of school based support
Rebekah Neville	Maths lead	1) Update and improve and implement the current Maths Development Plan to include the following aspects:
		· Definitive and measurable outcomes from pupils either in specific year groups/ability groups or across whole school.
		· Specific actions for each improvement area.
		· Be realistic with time schedules in plan.
		2) Work alongside S.L.T. to undertake regular (termly) focused book scrutiny so as to identify weaknesses/strengths in teaching and learning, develop a whole school understanding of maths teaching and give feedback to staff on how to improve.
		3) Work alongside S.L.T. to undertake regular (termly) focused learning walks so as to identify weaknesses/strengths in teaching and learning, develop a whole school understanding of maths teaching and give feedback to staff on how to improve.
4) Utilize Management time to have a focused priority of actions related to Maths D.P. This to include knowledge of F.F.T., Ofsted Framework and A.S.P. documentation.		
5) Ensure profile of middle leader role is undertaken by accepting, being pro-active in doing and leading on whole school efficiency and effectiveness: e.g. checking resources, ensuring spaces tidy, deputizing for D.H.T. when appropriate in K.S. 1/EYFS. This to develop personal management techniques for recognising minor issues prior to them becoming bigger and enabling leadership by example.		

Jo Hakes	SEN Teacher	To ensure that Jasmin Sztojka, Ashley Newcombe and Amy-May Ingram increase the number of words they are able to spell, and that this is applied in their independent writing. This will be assessed using Precision teaching trackers and examples of written work.
Avril Foster	D.H.T. (K.S. 2)	To investigate and implement appropriate interventions to reduce apparent gap between girls and boys in maths across school year 2 upwards. This to focus on “quieter girls” progression and perception of maths. Specific actions:
		Using current internal / national data
		Identification of groups to be included in interventions
		Using pupil questionnaires/ forums to ascertain concerns, strengths and areas to address
		Use of staff meeting to promote interventions and identify reasons why this needs addressing.
		Pre-teaching in years 2-5 twice a week.
		Outcome to close gap in maths as shown by PUMA result primarily, also TT Rock Stars and K.S. 1 SATs.
Christian Geiregger	ICT Lead	To devise and implement an upgraded computing curriculum that is skills based and ensures progression of skills through application across the whole school. This would be building on previous learning and future aspirations. This would include: Training staff on coding in school and how to teach this to pupils.
		Application of computing in reality and across the curriculum; so working with other subject leads e.g. D.T., art, music.
		Extending the drafted curriculum plan from its current status (see appendix 1.)
		Computer aided design
		Introducing the following into school as aids to developing Computer aided design Minecraft & Tinkercad
		Possible spending on equipment such as coding machines, lego etc. (subject to budget restraints)
		The outcome would be a vision related curriculum that enables the computer curriculum to be implemented to ensure pupils readiness for life beyond school.
Kirsty Edkins	English / A.f.L. lead	a) As English Lead to ensure apparent inconsistencies in year 2, through change in staff and cohorts differences, are minimized and outcomes are maximized:
		· Monitoring the provision of Reading support in year 2, distinct from the phonics teaching. Outcome to improve comprehension skills.
		· Monitoring provision of spelling strategies in K.S. 1 to ensure pupils are proficient in phonics and frequently used words.
		· To use termly work scrutinies and joint lesson observations with S.L.T. to monitor English provision across the school.

		b) As A.f.L. lead develop a practical, progressive and whole class assessment strategy for marking and progression in writing specifically, but also to be applied to maths. This to reduce work load on teaching staff and utilize “class next steps” as predominant marking approach. Outcome greater writing for stamina and continued teaching and writing progression.
		c) Update existing plan(s) with specific outcomes by November 2019.
Jo Davies	P.S.H.C.E. lead	To review current PSHE curriculum and check for coverage and progression through school.
		To research any free resources that could help us teach PSHE in a fun, memorable and interesting way.
Janet Kinsella	R.E. lead	To develop the R.E. curriculum to show progression in different religions across both key stages and the whole school.
Suzanne Carr	M.F.L. lead	To monitor the progression, coverage and implementation of M.f.L. new scheme of work (Lightbulb languages) across key stage 2.
Paula Mafham		
Caroline Latham	Geography lead	To review coverage of Geogrpahy curriculum across the school
		To research and implement any resources to support the teaching Geography and impact on quality of lessons.
Charlotte Dawes	P.E. lead	To develop knowledge of subject leader for P.E.
		To use subject knowledge of P.E. to develop staff confidence and improving quality of lesson delivery in P.E.
Jade Taylor	History	
Rachel Holford	science	
Lisa Beckett	D.T. lead	1. To complete some link work with I.C.T. lead on C.A.D. aspects of curriculum specifically linking objectives and skill progression together.
		2. To base the curriculum on 4 areas (mechanism, construction/structures, textiles and food/nutrition) and develop associated skills accordingly.
		3. Develop existing Nurture Room to a Healthy Life Style room. By April 2019.
		4. To complete the review of the D.T. curriculum, in line with school overall review of curriculum.
		5. To work with staff to link D.T. to S.L.T. identified Key Skills/vision.

Outcomes