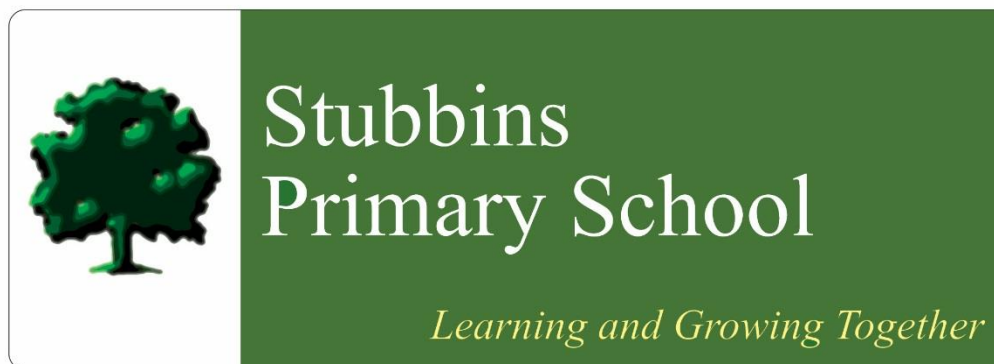
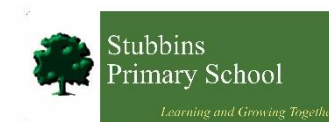


Stubbins Primary School School Improvement Plan 2018-2019



Stubbins School Improvement Plan 2018-19



Introduction

The School Improvement Plan at Stubbins Primary School is directly linked to the Self-Evaluation Process. The School Development Cycle involves identifying areas for development from the aspects below, assessing our starting point, establishing our desired outcomes and focusing in on targets for each term which will allow us to realise these outcomes. Termly reviews monitor progress and ensure that we remain focused on our aims for school improvement. Throughout the process, we need to ask, 'So what?' – 'What difference has it made to the children's learning?'

Aspects of School Performance

The following bullet points under each aspect of our school performance are Grade descriptors taken from the School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005 (as amended by the Education Act 2011) Age group: 0-19 Published: June 2015 (*For use from September 2015 and in draft until that point*). These descriptors are applied using a 'best fit' approach which relies on our professional judgement. They are descriptors of outstanding practice and form the benchmark of our desired development outcomes.

Aspect 1: The effectiveness of leadership & management.

- Leaders and governors have created a **culture** that enables pupils and staff to excel. They are committed unwaveringly to setting **high expectations** for the conduct of pupils and staff. **Relationships** between staff and pupils are exemplary.
- Leaders and governors focus on consistently **improving outcomes** for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for **disadvantaged pupils**. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically **challenge** senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, **accurate understanding** of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive **performance management** that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff **reflect on and debate the way they teach**. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The **broad and balanced curriculum** inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Pupils' **spiritual, moral, social and cultural** development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote **equality of opportunity and diversity** exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective**. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to **protect pupils from radicalisation** and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Aspect 2: The Quality of teaching, learning and assessment.

- Teachers demonstrate deep **knowledge and understanding of the subjects** they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers **plan lessons** very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to **embed the pupils' knowledge, understanding and skills** securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers **check pupils' understanding** systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with **incisive feedback**, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set **challenging homework**, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed **reading, writing and communication and, where appropriate, mathematics** exceptionally well **across the curriculum**, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently **high expectations** of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are **curious, interested learners** who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know **how to improve their learning**. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information** on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to **challenge stereotypes and the use of derogatory language** in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

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Aspect 3: Personal development, behaviour and welfare.

- Pupils are confident, self-assured learners. Their **excellent attitudes to learning** have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils **discuss and debate** issues in a considered way, showing respect for others' ideas and points of view.
- High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are **prepared for the next stage of their education**, employment, self-employment or training.
- **Pupils understand how their education equips them** with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. **The attendance of pupils** who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' **impeccable conduct** reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is **sustained improvement in pupils' behaviour**. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of **bullying**, including online bullying and prejudice-based bullying.
- Staff and pupils **deal effectively** with the very rare instances of bullying **behaviour** and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. **Pupils are safe and feel safe** at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves **healthy**. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to **stay safe online**, the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' **spiritual, moral, social and cultural** development equips them to be thoughtful, caring and active citizens in school and in wider society.

Aspect 4: Outcomes for pupils.

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make **substantial and sustained progress**, developing excellent knowledge and understanding, considering their different starting points.
- The progress across the curriculum of **disadvantaged pupils, disabled pupils and those with special educational needs** currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to **articulate their knowledge** and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils **read widely** and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, **progress is above average** across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding **expected progress in English and in mathematics** are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The **attainment of almost all groups of pupils** is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are **exceptionally well prepared for the next stage** of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Aspect 5: The effectiveness of the Early Years provision: Quality & Standards

- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to **improve outcomes** or maintain the highest levels of outcomes, for all children over a sustained period of time.
- Incisive evaluation of the impact of staff's practice leads to rigorous **performance management and supervision**. Highly focused professional development improves the quality of teaching.
- **Safeguarding** is effective.
- There are no breaches of statutory welfare requirements.
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust **policies and procedures**.
- Leaders use highly successful strategies to **engage parents and carers**, including those from different groups, in their children's learning in school and at home.
- A highly **stimulating environment** and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- **Teaching is consistently of a very high quality**, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.
- **Assessment is accurate** and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.
- Children are **highly motivated** and very eager to join in. They consistently demonstrate **curiosity, imagination and concentration**. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- The vast majority of children are developing a very good understanding of **how to keep themselves safe and manage risks**. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Children make consistently **high rates of progress** in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.
- **Gaps between the attainment of groups** of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.

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General Monitoring & Development Systems (Ongoing)

Aspect 1: The effectiveness of leadership & management.

- Ensure all staff are aware of expectations and policies.
- Ensure all curriculum leaders are happy with their area – making any changes as necessary.
- Include specific topics for discussion on teaching and learning in staff meetings throughout the year.
- Termly Health & safety audits.
- Teachers' Appraisals in October, and termly update meetings.
- Teaching Assistant Performance Management in February.

Aspect 2: The Quality of teaching, learning and assessment.

- Hi quality CPD provided as and when appropriate.
- Children provided with clear targets and success criteria.
- Marking includes appropriate feedback.
- The provision of a high quality Reading Scheme which is regularly audited and updated.
- Observe a different subject lesson each term, or as appropriate, with an agreed focus.
- Termly analysis of bookwork across the school with an agreed focus.
- Learning Partners work together throughout the year, sharing good practice and improving outcomes.
- Each class sends home a letter or posts on the class website outlining the study units and how parents can help at home.
- Parents' evenings in October and March.
- A robust timetable of monitoring in order to ensure continuous improvement.

Aspect 3: Personal development, behaviour and welfare.

- A member of staff allocated as learning mentor and intervention co-ordinator.
- School Council actively involved in school life.
- Hold transition meetings and 'move-up' days to ensure children are prepared for the next class or Key Stage.
- Update the home-school partnership agreement to change as a child moves through school (re-issued at R/KS1/|LKS2/UKS2)
- Conduct an end of year parent's survey and Pupil Attitude Questionnaire to establish future priorities.
- Ensure all classes have had an out of school visit which inspires, opens doors and presents alternative 'wider-world' experiences.

Aspect 4: Outcomes for pupils.

- We expect all children to do well, with no pre-conceptions or stereotyped barriers.
- Comparison of our results with other schools and analysis of areas for improvement.
- An efficient tracking system, i-track, which allows staff to easily analyse progress and attainment of different groups.
- Present teachers with termly priority groups of children to support, challenge or move forward more quickly.
- Hold progress review discussion meetings to embed a culture of expected attainment & progress.
- TA support which enables more focused teaching of particular groups.

Aspect 5: The effectiveness of the Early Years provision: Quality & Standards

- Under 5's club for pre-school children as an introduction to school.
- Reception class induction period in September. (½ day / ½ class)
- Learning based on continuous provision and free-flow between indoor and outdoor environments.
- Parents meetings for new parents and for mathematics and phonics teaching and learning, giving parental advice and support.
- Weekly 'Key-Worker' meetings.
- Assessment for learning, using a variety of sources, central to the setting ethos.

Stubbins School Improvement Plan 2018-19

The priority for our School Development Plan for 2018-19 is to develop a broad and balanced wider curriculum. This is the current focus of OFSTED who have realised that sometimes areas of the curriculum other than the 'core' subjects can sometimes get overlooked. Our entire development plan will focus on this one priority, with aspects of the development plan working towards this one objective. We have noticed a dip in Phonics/GPS and this is also a priority, as is ensuring that our standards in English and Mathematics do not slip as we enhance our wider curriculum.

Aim: To develop a broad and balanced wider curriculum. Is every child able to shine?

Leadership & Management		Teaching, Learning & Assessment		Personal Dev., Behaviour & Welfare		Outcomes for Pupils		Early Years Provision	
What? Reducing the number of topics covered to 1 per term, whilst maintaining the skills taught. So? So pupils can study the theme in greater depth and classrooms can be developed for each topic.		What? Topics to begin with an 'Art Week' where pupils create displays which set the scene for their learning. So? So the learning environment is made vibrant & engaging as a stimulus for learning.		What? Ensuring a broad and balanced range of opportunities are provided for all pupils and that children are able to choose without prejudice. Link to British Values. So? So that each child can shine in something, boosting self-esteem.		What? Ensuring that any emerging priorities in standards are addressed swiftly and effectively. So? So the standards in the core subjects are at least maintained and hopefully improve.		What? Enhancing child-initiated learning in wider curriculum areas e.g. music, art, drama. So? So that a broad and balanced range of purposeful learning experiences are available to all.	
Action	Impact Measure	Action	Impact Measure	Action	Impact Measure	Action	Impact Measure	Action	Impact Measure
Autumn 1 Establish timetable of topics & 'skills map'. 2 Work scrutiny.	1 Timetable covers all skills in the national curriculum. 2 Clear topic coverage and quality of work is good.	Autumn 1 Art week at the start of term to embellish the classroom environment. 2 Walk-through to focus on learning environment. 3 Photo evidence gathered.	1 Classrooms provide a stimulating, topic-based learning environment. 2 Classrooms are stimulating & children engaged. 3 Portfolio of excellence created.	Throughout the Year 1 In class, timetables include all subjects. 2 HT Assemblies based on British Values around choices and stereotypes. (Democracy, Law, Liberty & Respect)	1 Children are taught a broad and balanced curriculum and given a wide range of opportunities. 2 Children understand that all are free to choose any activity and should be respected for it, regardless of gender etc.	Autumn 1 Literacy & Numeracy Leaders to formulate action plan. 2 Phonics/GPS training sourced 3 Sept: Phonics check for Year1 and Year2 not attained. 4 Children grouped in phonics phases for lessons. 5 Phonics/GPS lesson observations in November. 6 School Spelling Bee 26 Nov. 7 End of term assessments.	1 Action plan to immediately improve subject outcomes. 2 Best practice actioned. 3 Establish gaps in learning and secure progress towards EOY. 4 Children taught at appropriate level and make good progress. 5 Phonics/GPS teaching at least good across the school. 6 Spelling profile raised. 7 85% on track for EOY.	Autumn 1 Devise an action plan following on from EYFS adviser visit report. 2 Planning Scrutiny and Lesson Observations undertaken.	1 Recommendations from the report are implemented successfully. 2 Observations show a wide range of activities planned for in a manageable format.
Spring 1 Lesson observations – topic. 2 Work scrutiny.	1 At least good teaching of topic. 2 Topic coverage shows evidence of work at greater depth..	Spring 1 Art week at the start of term to embellish the classroom environment. 2 School Council to report on classroom environments. 3 Photo evidence gathered.	1 Classrooms provide a stimulating, topic-based learning environment. 2 Children see the classrooms as exciting learning environments. 3 Portfolio of excellence created.	3 Growth Mindset training continues in classes & assemblies. 4 Update of most able list.	3 Children are encouraged to 'have a go' and try new and challenging activities. 4 Most able list reflects wider curriculum effectively.	Spring 1 Literacy & Numeracy Leaders to update action plan. 2 Jan & Mar: Phonics check for Year1 and Year2 not attained. 3 Mathematics lesson Observations in March. 4 End of term assessments.	1 Evidence of improvements in teaching and learning. 2 Secure progress towards 85% on track for EOY expected. 3 Teaching & Learning in Maths remains at least good. 4 85% on track for EOY.	Spring 1 Update the action plan devised in September. 2 Children asked about their learning in different areas.	1 Considerable progress has been made towards the recommendations in the adviser's report. 2 Children talk positively about their range of experiences.
Summer 1 Walk-throughs: topic. 2 Work scrutiny.	1 Evidence of sustained enthusiasm for topic and teaching & learning which is at least good. 2 Work shows good progress through the year.	Summer 1 Art week at the start of term to embellish the classroom environment. 2 Staff create displays which are interactive where possible. 3 Photo evidence gathered.	1 Classrooms provide a stimulating, topic-based learning environment. 2 Children use the displays in their learning & add to them. 3 Portfolio of excellence created.	5 End of term assembly for achievement outside of school.	5 Children's achievements are celebrated and opportunities beyond school highlighted.	Summer 1 Literacy & Numeracy Leaders to complete action plan. 2 May & Jun: Phonics check for Year1 and Year2 not attained. 3 End of term assessments. 4 Review effectiveness of phonics groupings.	1 Improvements in teaching and learning & new priorities est. 2 Secure progress towards 85% on track for EOY expected. 3 85% reached at least expected in individual subjects. 4 Groups planned for 19/20.	Summer 1 Final review of the action plan.	1 The recommendation made by the adviser result in the environment being more manageable and provides enhanced child-initiated learning experiences across the curriculum areas.
What? Curriculum leaders to champion their subjects & 'Corridor of Excellence' to be divided into subjects. So? So that all areas of the curriculum are celebrated and there is evidence of quality work across the subjects.		What? A look at our assessment and recording of the wider curriculum and implications for reporting. So? So that we can ensure key skills are covered and that standards are maintained or improve.		What? A review of our extra-curricular clubs offer, ensuring a broad and balanced range of clubs. So? So that all children can engage with something that interests them, as well as trying something new.		What? All children are enabled to access the wider curriculum", regardless of social background. (*including visits, special lessons etc.) So? So that all children are enabled to find their specialism and shine, in particular disadvantaged pupils.		What? Teasing out specific curriculum subjects such as History, Geography from the EYFS framework. So? So that pupils experience and recognise the foundations of all subjects ready for the Primary phase.	
Action	Impact Measure	Action	Impact Measure	Action	Impact Measure	Action	Impact Measure	Action	Impact Measure
Autumn 1 September INSET – each subject leader to outline expectations. 2 Corridor boards divided into subjects. 3 Subject leader action plans completed. 4 Staff meeting allocated to each subject leader.	1 Staff are clear about subject non-negotiables and action them. 2 Each area of the curriculum is represented and excellent work is displayed from across the school. 3 Action plans highlight targeted improvement. 4 Subject leaders lead staff meeting to champion their subject.	Autumn 1 Itrack is set up to allow the recording of core subjects. 2 Teachers' assessment files are maintained and purposeful. 3 Attainment across core subjects is analysed and any priorities for improvement identified. 4 Governors are aware of standards and priorities.	1 Itrack effectively records assessments of core subjects. 2 Teachers' assessment files are maintained and purposeful. 3 Attainment across core subjects is analysed and any priorities for improvement identified. 4 Governors are aware of standards and priorities.	Throughout the Year 1 All teachers to take on the running of a club. 2 Clubs organised to offer a full range of activities. 3 Before-school sports clubs organised to focus on those who do not usually attend sports clubs. (Sports Premium)	1 Our offer of extra-curricular clubs is broadened as our capacity increases. 2 Our clubs offer a balanced range of activities including the arts, sports, technology and academic opportunities. 3 Data kept by PE leader shows the vast majority of children engage with a club which involves physical activity.	Autumn 1 A record of disadvantaged pupils and their engagement in wider opportunities is kept. 2 Wider opportunities planned which appeal to a range of children and are open to all. 3 Maths Day in October planned to include and excite every child. 4 Christmas Concert in December involves all children and is tailored to their talents.	1 No child fails to engage because of social disadvantage or other perceived barrier. 2 All children are enabled to join in with something which excites them! 3 Every child has been able to participate and enjoy the event. 4 All children are boosted by being able to show off their talents & participate.	Autumn 1 A simple record kept of work or activities which are the foundations for Primary Curriculum subjects. 2 Reception work to be included in the corridor of excellence under subject headings.	1 The experiences provided in the EYFS provide the foundations for all Primary Phase subjects. 2 Evidence of excellent work shows involvement across the primary curriculum.
Spring 1 Corridor boards maintained by subject leaders. 2 Subject leader action plans updated. 3 Staff meeting allocated to each subject leader.	1 Excellent work is evident from across the school in all subjects. 2 Action plans show progress towards targets. 3 Subject leaders lead staff meetings to champion their subjects.	Spring 1 Scrutiny of teachers' assessment files. 2 Itrack is updated for core subject assessments. 3 Pupil progress meeting re. curriculum attainment at end of term. 4 Governors to monitor and challenge attainment across subjects.	1 Teachers' assessment files are maintained and purposeful. 2 Itrack effectively records assessments of core subjects. 3 Attainment across core subjects shows progress and 85% on track for end of year expectations. 4 Governors are aware of standards and priorities.	4 Termly pupil questionnaire / interview to assess engagement and future interests. 5 Termly analysis of club attendance across the term.	4 We know what interests children have so that we are able to provide opportunities to meet this need where possible, increasing pupil engagement. 5 Attendance at clubs is good and inclusive of all groups. (SEN, Boys, Girls, PP etc.)	Spring 1 Careers week in February including a wide range of career visitors. 2 School council to collect pupil's views on activities and their enjoyment etc.	1 Children are inspired to see the range of opportunities in adult life and how trying different activities now might enable them to find their 'calling'. 2 Positive responses from children show that all are enjoying the opportunities provided.	Spring 1 Reception work to be included in the corridor of excellence under subject headings. 2 Shared teaching in February pairs the EYFS teacher with a Primary phase teacher to discuss how subjects are taught and share ideas.	1 Evidence of excellent work shows involvement across the primary curriculum. 2 There is an enhanced understanding of how the EYFS experiences can feed into Primary subjects and how EYFS methodology can enhance Primary subject teaching.
Summer 1 Corridor boards maintained by subject leaders. 2 Subject leader action plans concluded. 3 Staff meeting allocated to each subject leader.	1 Excellent work is evident from across the school in all subjects. 2 Action plans show completion of targets & improvement in identified areas. 3 Subject leaders lead staff meetings to champion their subjects.	Summer 1 Scrutiny of teachers' assessment files. 2 Itrack is updated for core subject assessments. 3 Pupil progress meeting re. curriculum attainment at end of year. 4 Governors to monitor and challenge attainment across subjects.	1 Teachers' assessment files are maintained and purposeful. 2 Itrack effectively records assessments of core subjects. 3 Attainment across core subjects shows at least expected progress and 85% reach at least end of year expectations. 4 Governors are aware of standards and priorities.			Summer 1 Sports Day in May planned to enable every child to shine in an event, and to praise effort and participation as much as winning. 2 Science week in June planned to include and excite every child. 3 Pupil Voice Questionnaire in June.	1 Every child has been able to participate and succeed in something. No child to feel a failure- even if they don't win the race. 2 Every child has been able to participate and enjoy the event. 3 Positive responses from pupils re enjoyment of school and in their confidence and positivity.	Summer 1 Children to be invited to talk about curriculum subjects. 2 Reception work to be included in the corridor of excellence under subject headings.	1 Children are aware of the learning that fits into subject specific categories. E.g. they know that looking at tadpoles is part of science. 2 Evidence of excellent work shows involvement across the primary curriculum.

