

Old Basing Infant School



Curriculum Committee

Annual Report - September 2025



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The Curriculum Committee

This report outlines the key activities undertaken by both the Curriculum Committee and the teaching staff throughout the school academic year 2024-2025

The Curriculum Committee for 2024-2025 comprised the following members of the Full Governing Body:

Heather Maycock (Chair)
Sonia Denning (Head Teacher)
Richard Lilleker
Janet Hobley (left the committee Spring 2025)
Kevin Clarke (joined the committee Spring 2025)
Ayo Sokoya (left the committee Summer 2025)
Carol Clarke
Alex Towersey-Veal (Staff governor)

The Curriculum Committee is focussed on what and how the children at Old Basing Infants School (OBIS) learn. We are dedicated to helping each and every child reach their potential and to ensure the wellbeing of all the teaching staff.

The Governing Board, along with the Head Teacher and local authority, shares the responsibility of ensuring that the National Curriculum subjects are taught to our pupils, with the required assessments and monitoring taking place. The Head Teacher and staff are responsible for the day-to-day organisation of the Curriculum while the Curriculum Committee support the teachers in their roles, to ensure the highest standard of teaching and learning are achieved.

The Committee's activity in Academic Year 2024/25

The committee received presentations from staff to provide us with updates on a range of Curriculum matters including Special Educational Needs (SEND) provision and attainment. The Committee monitored Key Targets set out within the School Improvement Plan individually, examining year group's progress and attainment data. As in previous years, monthly governor visits (across the Full Governing Body) were made to the school, to meet with relevant staff members. Visits were aligned to Key Targets to provide further support and challenge to the Head Teacher, leadership team and teachers.

Additionally, the committee has continued to monitor curriculum risks, by tracking these on the 'Dashboard'. One risk which is tracked is COVID – 19, which includes tracking and monitoring attendance; documenting actions and feedback from the school in relation to the impact on pupils missing school and how the school is working to improve attendance. This is due to the fact that since the pandemic, schools across the country have seen a decrease in attendance. The other two risks which are tracked are SEND and pupil progress and attainment. In the final meeting of the year the committee added number on roll to the dashboard, to acknowledge the continuing risk which falling numbers are having to the overall curriculum and data outcomes. This will be monitored during the next academic year and beyond.

Monitoring of the School Improvement Plan

The Curriculum Committee met this academic year to evaluate, review, challenge and support the school's curriculum and School Improvement Plan (SIP). These meetings are aligned to relevant data drops and backed up with extra meetings by individual committee members with subject leads or other relevant staff, as guided by the Key Targets in the School Improvement Plan.

The School Improvement Plan (SIP) sets out the priorities and ambitions of the school; it then links those priorities to clearly defined actions. This year we continued with the decision to review the pupil progress element of the SIP termly, to enable the school to respond more effectively to the changing needs of each year group. Achievement against the SIP and any risks or issues which arise as the academic year are captured and monitored by the Curriculum Committee chair in the "Dashboard". This ensures meetings can focus on ensuring the issues facing the school are reported on and support is offered.

The Curriculum Committee would like to take this opportunity to formally thank the Head Teacher, her leadership team and all of the staff for their continued hard work over this academic year.

Heather Maycock

Chair of the Curriculum Committee

Key Target 1 – Curriculum and Attainment including EYFS

Heather Maycock

Key Target 1: To ensure the rigour and quality of teaching and learning is sustained in order to support the best possible outcomes for children at the end of EYFS and KS1, with a focus on combined attainment in Reading, Writing and Maths and a Good Level of Development.

The aim is to ensure all children make appropriate progress at the end of each year and that effective and rigorous assessment and monitoring is in place. This year the governors monitored progress in a number of ways, including:

- Reviewing the attainment data for KS1 and EYFS, with presentations from the SENDCO, Deputy Head and Year Group Leaders in Curriculum Committee meetings
- Meetings with the Leadership Team and class teachers during Duty Governor visits
- Observing the effectiveness of phonics sessions, maths sessions, writing strategies, TRAP and the 10-10-10 teaching model
- Discussing how attainment is tracked as children move through the year groups and transition to junior school, in particular with light to the fact there are no end of KS1 requirements for reporting
- Meetings with the leadership team to learn more about Insight assessment tool and the impact it has had on monitoring, tracking and reporting on data, including tracking vulnerable groups

Success Criteria: End of academic Year

1. At least 70% of children will achieve EXS+ in Reading, Writing and Maths combined at the end of KS1
2. At least 85% of children will achieve EXS+ for Maths at the end of KS1
3. At least 80% of children will achieve EXS+ for Reading at the end of KS1
4. At least 70% of children will achieve EXS+ for Writing at the end of KS1
5. 10% of children attaining GD in Writing at the end of KS1 (7% in 2023-24)
6. 25% of children to achieve GD in Maths at the end of KS1 (23% in 2023-24)
7. 45% of children to achieve GD in Reading at the end of KS1 (43% in 2023-24)
8. Maintain the GLD of 82% of children to achieve a GLD at the end of EYFS (82% in 2023-24)
9. At least 75% of children in Year 1 will achieve Secure+ in the school measures for Reading, Writing and Maths
10. Maintain the outcomes for the Phonic Screening in Year 1 (91% in 2023-24)
11. At least 80% of Year 2 to have passed the phonics screening by the end of Year 2 (79% in 2023-24)

This is the first year which the school has implemented their 'TRAP' model of teaching (Teach, Retrieve, Apply and Practise) in Year 2 and data shows that the model has been successful, with EXS+ success criteria being met in all areas - 70% of children have reached A.R.E for Reading, Writing and Maths, 82% reading EXS+, 72% writing EXS+, 87% maths EXS+. It is also worth noting that teachers have felt there have been a number of other successes in the model of teaching, including the fact that children appear to be embedding and demonstrating many successful learning qualities such as independence, resilience and a real enjoyment for learning. Additionally, the method has allowed for addressing misconceptions more quickly. Finally, it has been observed and noted, by both the school and others, that children seem to have a deeper breadth of knowledge and understanding linked with the topics they've been studying. Children achieving greater depth in - reading 38%, writing 8%, maths 17%. This is something that has been identified as a focus for next year, particularly with reading, where teachers plan to have more

independent reading tasks during TRaP for children to practice comprehension and retrieval of facts from a text.

End of year outcomes for Year 1 show children achieving Secure+ are – 76% Reading, 62% writing, 79% maths 79% and combined 59%. This data is very comparable to end of Year 1 outcomes last year, with more children reaching Secure+ in Maths than last year. 86% of children passed the phonics screening check. Considering the increased number of SEND children and the lower number of children in the cohort, the data is a positive reflection of how Year 1's curriculum is working.

78% of children in Year R achieved a GLD by the end of the year. Although outcomes are 4% lower than last year. The number of children who reached GLD is higher than the number on track in the on-entry data (66%, showing the hard work and commitment the Year R team have put in to achieve these outcomes.

Changes with children leaving and arriving has affected data for all year groups –

- In Year 2, 5 children left (3 of which were GD learners) and the 4 children who arrived are mostly below expected and none are combined expected, including 1 new arrival being a LAC with significant behaviour issues.
- In Year 1, 6 Children left during this school year leaving 84 children in the cohort. This makes each child a larger percentage within the data and is a point to consider especially when looking at the cohort, which has a much higher percentage of SEND children and those SEND children have a much more complex level of need than previous years.
- In Year R, there was also fluctuation with numbers. 4 children joined mid-year (from Spring Term onwards) with very little or no schooling. None of these children achieved a GLD by the end of the year. All children who joined mid-year that have attended school previously, did achieve a GLD by the end of the year.

The commitment and dedication of all teaching staff has been observed and documented throughout the year by governors. It is through this commitment, alongside a rich and high-quality curriculum, that such excellent outcomes have been achieved. The whole team should take great pride in all that has been achieved this year.

Key Target 2 – Leadership and Governance (School Improvement Plan 24-25)

Richard Lilleker

Key Target 2: *To continue to support the high-quality education and care of all children by holding leaders to account in light of a new leadership team from September 2024.*

Success criteria:

1. *Governors' monitoring plan is used to effectively and strategically monitor school improvement and operational processes and practice in order to hold leaders to account.*
2. *Overall school attendance and punctuality is higher in 2024-2025 than in 2023-2024.*
3. *Safeguarding record keeping is clear and comprehensive in all aspects, ensuring no information is inadvertently overlooked and agencies are informed fully and in a timely fashion.*

This has been a successful year for this key target, based on the achievement of all sub-objectives and the general success the new SLT.

The first sub-objective focused on holding leaders to account. We have been trialling a new governor monitoring system to ensure the board has more input into monitoring visits, which seems to have worked well. There has been an increased focus on the three I's – intention, integrations and impact – and ensuring we know what we are looking for. The annual training session held in September was on Holding Leaders to Account, ensuring we challenge the SLT appropriately.

Maintaining the governor knowledge of RRE ensures the board are aligned with a key value of the school. One of the governors met with the RRE lead to discuss the re-accreditation this year. Whenever reports are done for the school i.e. monitoring visit, RRE language is used, and this has been used for observations many times.

Attendance has been a concern since the Covid pandemic, as we have seen a small but significant and persistent reduction. Attendance has been a regular item in meetings, both in terms of monitoring absolute numbers and reviewing the strategies the school have employed. A survey of parents was carried out looking at barriers to attendance.

The sub-objective was 'continue to monitor Map for Safeguarding...' The SG Governors, with the D/DSLs reviewed and updated the Map, and shared this with all the staff.

Key Target 3 -Staff Development

Alex Towersey-Veal

Staff Development: To continue to develop the pedagogy and professional capabilities of all staff to identify and prioritise the key foundational knowledge that children need to learn during Reception and Key Stage 1.

Success criteria:

1. All teaching in the school is consistently judged as at least 'good' over time and is evidenced through children's learning and outcomes
2. Pupil attainment and progress targets are met from Key Target 1
3. Curriculum delivery helps children to remember and build on previous learning
4. CPD: Staff are clear on the content being taught and why it is being taught at that time
5. CPD is used to support staff in new leadership roles and responsibilities, allowing leaders to confidently support their subject across the school
6. Best practice across the school is regularly shared and supports the further development of teaching and support staff
7. The Insight assessment tool is used to inform teaching and learning

This year has been a successful year in developing staff practice and the key foundational knowledge that children need to learn during their time at Old Basing Infant School. The new leadership team have been successful in meeting the criteria above and this has been monitored by the governors in a variety of ways.

Sub Objective 1 - To review and develop a new set of teaching and learning principles so that all staff know the Old Basing way

Evidence

A series of LSA Meetings have started focussed on the pedagogy behind the 10/10/10 and TRaP delivery of the curriculum and the importance of the role of the supporting adults in class for it to be successful. Following meetings across April and May with focus on Quality Feedback to improve learning, Questioning and Supporting the needs of dysregulated children in the classroom environment.

Sub Objective 2 - When planning and teaching curriculum content, staff are clear about what to teach, when and why.

Evidence

DHT met with subject leaders to review action plans for their subject to make sure that they are ready for their staff meeting and monitoring throughout the year. The Maths lead met with A.Gibbs at St.Mary's to discuss girls confidence in Maths and trends appearing later in KS2 which it is important for us to be aware of in terms of quality transition conversations between schools. LTPs were reviewed for each subject in order to develop a KS1 Curriculum Map to ensure progression of key knowledge and skills throughout KS1. Staff meetings for History, Science, PE and Computing have taken place as well as other subjects in the Summer Term. A joint staff meeting with St.Mary's subject leaders has taken place in order to build relationships and to share the learning journey from KS1 to KS2.

Sub Objective 3 - New leadership team are supported to perform their roles effectively

Evidence- Deputy Headteacher attended 4 DHT networks, a DHT conference and HQIT training was attended by a new member of LMT.

Sub Objective 4 - Implementation of new Insight assessment tool to track and review progress and attainment.

Evidence – Insight training was received by all teaching staff and embedded through data drops throughout the year as well as pupil progress meetings. Governors were shown the assessment tool during duty governor visits and presented this data in Curriculum Committee.

Key Target 4 – Ethos and Values

Carol Clarke

To further develop the understanding and value of supporting mental health and well-being within a Rights Respecting community.

Success Criteria:

1. Reaccreditation of the RRE UNICEF Gold Accreditation
2. Children are ambassadors for Rights Respecting values in the community – EARA Group
3. The school is actively engaged in the Basingstoke & Deane Inclusion & Diversity Partnership
4. The My Happy Mind materials are fully embedded as part of the school's visions and values

This has been a successful year with the completion of the RRSA re-accreditation in the Spring term where we maintained 'Gold' level, introduced My Happy Minds and the completion of a well-being survey by all staff. These achievements reflect an ongoing culture of respect and inclusivity across the school. Staff and pupils alike have championed well-being initiatives, fostering an environment where mental health is openly discussed and positively supported. Moving forward, the continued integration of My Happy Mind and ongoing evaluation through surveys will help sustain and enhance this positive momentum.

Sub-objective: To ensure the school and its community is confident for the RRSA re-accreditation in Jan 2025

The planning for the RRSA re-accreditation included staff and governor preparation meetings and the EARA network meeting (both the staff only and child one) were attended. The RRE lead also met with Carol Clarke, governor responsible for RRE to discuss RRE and reaccreditation process. The RRE reaccreditation assessment morning was attended by teachers, LSA's and governors.

Children and staff can articulate the message and learning from the My Happy Mind materials

The school has fully-funded access to My Happy Mind for 2 years. All staff have received training on the My Happy Mind materials which included the induction videos and a short tour of the platform. The materials are regularly used in the classroom and feedback is that teachers were finding the resources engaging for the children MyHappyMind parent app was launched with parents in January 2025. Follow-up with the contact at My Happy Mind planned to discuss parent engagement.

Staff Well-being survey

In light of the recent changes within the school's Senior Leadership Team, which brought about a period of transition and adjustment for the school, the governors were keen to gauge the current state of staff wellbeing. A Well-being Survey was developed and the survey was conducted over a period of one month and was designed to assess various dimensions of staff wellbeing, including leadership, workplace environment, and work-life balance. All teaching and support staff (37 in total) at the school were invited to participate, and the response rate was 81%, with 11 teaching staff and 19 support staff members completing the survey.

The survey showed overall satisfaction and positivity. An overwhelming majority of respondents indicated a high level of contentment with the school's environment. The average satisfaction score stood at an impressive 4.30 out of 5, reflecting a generally happy and motivated workforce.

One of the most striking outcomes of the survey was the high regard in which the new SLT is held. The leadership team received commendations for their support, communication and

approachability. Specifically, 95% of respondents expressed confidence in the SLT's decision making, and 91% felt that the SLT had an ethos that promoted a happy, secure and stimulating environment.

The results of the survey were shared with the staff and a number of recommendations on how to enhance staff well-being have been agreed with the SLT. The survey will be repeated in the future to ensure that we are maintaining the positive workplace environment that is already evident in the school.

Staff Responsibilities

For the academic year 2024-2025 staff responsibilities were as follows:

Early Years Foundation Stage (EYFE) Leader: Catherine Sciberras

Year 1 Leader: Vicky Willis

Year 2 Leader: Caroline Tuck

Inclusion Manager: Kate Thompson

English Leaders: Mrs Vicky Willis and Mrs Caroline Tuck

Maths Leader: Catherine Sciberras

Science: Catherine Sciberras

Art: Charlie Murden

Design Technology: Alex Towersey-Veal

Computing: Charlie Murden

Geography: M Higham

History: Catherine Sciberras

Religious Education: Vicky Nightingale

Music: Sarah Carter

Physical Education (PE): Alex Towersey-Veal

Personal Social and Health Education (PSHE) and Rights Respecting Education (RRE): Vicky Nightingale

Continuing Professional Development (CPD): Sonia Denning

Inclusion

Mrs K Thompson

Overview <p>This year's SEND and Inclusion work has been focused on supporting the evolving needs of our children with SEND and also improving support for both children and families in two of our vulnerable groups – children with English as an additional language (EAL) and children who are of an Ethnic Minority. The wider aim is to continue to improve high – quality teaching and attainment for vulnerable learners in our school community.</p>
Intent <ul style="list-style-type: none">• To improve support for children with EAL, and their families, to ensure our provision for EAL is continuing to develop.• To establish a more effective and supportive way for teachers to record progress towards EHCP outcomes.
Implementation <ul style="list-style-type: none">• I have taken part on the first half of a training programme this year facilitated by EMTAS (Ethnic Minority and Traveller Achievement Service). This training provides information around supporting families, using technology to support EAL learners, adapting classroom environments and assessment. This will continue in the next academic year. I have organised a Coffee Morning for our parents of bilingual children, also inviting parents from another local school, where EMTAS offered support and advice on parenting bilingual children. Our teaching staff have received training during a staff meeting, from EMTAS, around Black and Ethnic Minority Cultural Awareness. During an Inclusion Learning walk I have made provision for our EAL learners a key focus.• By regularly attending a local SENDCo circle I have been able to discuss ideas for tracking progress towards EHCP outcomes with other local SENDCos. I created a new tracking document in Autumn Term for each child with an EHCP across the school and used a staff meeting to train staff on how to use this document effectively. I have been able to monitor the use of this document across the year after giving staff time to update their tracking document termly. During Staff Meetings I have provided teaching staff with support in creating small steps towards the EHCP outcomes that they are tracking.
Impact <ul style="list-style-type: none">• The content of EMTAS training for myself and for staff has identified areas for improvement in our environment and knowledge and skills of staff that we have been able to address and begin making changes ready for the next academic year. Staff have communicated that the training has improved their understanding and knowledge of how to best support our children with EAL and of an Ethnic Minority and have identified changes they will make in their classrooms. Our Coffee Morning was well attended and parents have commented that this is something they would continue to be happy attending again – this in turn supports the inclusion of these families in our wider school community.• The creation of an EHCP tracking document has ensured that all teachers are able to more easily monitor the provision for each child that should be in place and identify if any provision needs changing. They can very clearly see the progress that the children are making and by updating this regularly their knowledge of the child's progress, needs and provision is always up to date. The document has assisted staff when completing annual review paperwork as they can transfer information from the tracking document onto the EHCP hub. This has also proven helpful for me as a SENDCo when having to hold an annual review in the absence of a class teacher due to illness, as all up to date information on the child was available for me to easily access.

Looking forward

- Continue to adapt provision for our EAL and Ethnic Minority learners in response to further training opportunities from EMTAS.
- Research and implement a new assessment tool for children with SEND and complex needs in Key Stage 1 who are working below Year 1 expectations.

English

Mrs V Willis and Mrs C Tuck

<p>Overview</p> <p>Key Target 1: To ensure the rigour and quality of teaching and learning is sustained in order to support the best possible outcomes for children at the end of EYFS and KS1, with a focus on combined attainment in Reading, Writing and Maths and a Good Level of Development.</p> <p>Success Criteria: End of academic year</p> <ol style="list-style-type: none">1. At least 70% of children will achieved EXS+ in Reading, Writing and Maths combined at the end of KS12. At least 80% of children will achieve EXS+ for Reading at the end of KS13. At least 70% of children will achieve EXS+ for Writing at the end of KS14. 10% of children attaining GD in Writing at the end of KS1 (7% in 2023-24)5. 45% of children to achieve GD in Reading at the end of KS1 (43% in 2023-24)6. At least 75% of children in Year 1 will achieve Secure+ in the school measures for Reading, Writing and Maths7. Maintain the outcomes for the Phonic Screening in Year 1 (91% in 2023-24)8. At least 80% of Year 2 to have passed the phonics screening by the end of Year 2 (79% in 2023-24)
<p>Intent:</p> <p>Our main aims for the year were as follows:</p> <ol style="list-style-type: none">1. To improve pupil outcome in writing attainment.2. To maintain outcomes across English whilst delivering the curriculum in a new way (Year3. To improve whole school reading outcomes4. To deliver an effective program to recap digraphs and enable the children who didn't pass the phonics screening in Year 1 to pass in Year 2.
<p>Implementation:</p> <p>In order to help achieve the targets outlined within the SIP, below details the following actions have been implemented.</p> <ul style="list-style-type: none">• To improve pupil outcome in writing, we have introduced dictation across Key Stage 1 focussing on SPaG and cohesion without the additional cognitive load. Writing assessment grids have been monitored termly and focus children have been identified. Termly writing moderation has helped support our judgements and given teachers specific objectives to work on.• Year 2 have introduced a TRaP style of working which has enabled children to practice and apply what they've been taught. Retrieval tasks have been used to develop children's understanding and to consolidate their previous learning. This has allowed teachers to intervene more quickly and pick up misconceptions in writing and spelling.• Book Band descriptors have been refined and updated and are now in use across the school. Year 2 have trailed a new Guided Reading system to give children more

independence in comprehension tasks to practice and apply what they've been taught. This has included more speaking and listening tasks.

- Both Year 1 and Year 2 developed effective programs for to support the needs of their cohort. Year 1 focused on the digraphs and trigraphs the children were finding trickier and Year 2 focused on the children who didn't pass in Year 1. Year 1 carried out practice phonics screening every term to improve children's confidence and familiarity with the test.

Impact

1. Monitoring of dictation has shown an improvement in accuracy and children's confidence.

In Year 1 : 62% of the cohort achieved SEC+ in the school measure for Writing. This is 1% lower than last year. Considering the high level of SEND in this cohort, this is a reasonable outcome.

Dictation has improved hugely from Autumn to Summer Term. This is the first full year we have completed this and the number of children writing the dictated sentences accurately has increased dramatically.

Planning in Summer Term has been adapted to ensure that cognitive load is reduced and tasks are simplified. This has allowed the children to produce more sustained pieces of writing through a story and recount rather than more complex tasks.

In Year 2: 72%+ children at the Expected or above school measure for Writing 8% achieved working at Greater Depth.

We have had an increase in stamina for writing, giving children the opportunities to produce longer pieces of writing.

2. It's been a successful year introducing TRaP to Year 2. This way of working means that we can target children much more easily and intercept any misconceptions immediately. Teachers have all adapted well to working in small groups, LSA's feel more part of the teaching team as they also lead a group and since introducing 'project work' the children are much more engaged with their independent task.

3. Reading outcomes in Year 1 have remained in line with previous year's data. This year 77% of the cohort reached Expected + in comparison to 78% last year. In Year 2 we have 82% of the cohort as Expected + at Reading. Guided reading tasks have given children more opportunity for retrieval and to practice their speaking and listening skills.

4. Phonics data:

In Year 1: Year 1 has a much higher level of SEND this year than the previous year. Therefore, the drop in Phonics data was expected this year and we are pleased that we are still above National and the drop hasn't been a significant one.

83 children were screened and 73 (86%) children passed. 10 children didn't pass and 1 child was disapplied due to their high level of SEND. In comparison in last year, 8 children didn't pass the screening and 1 child was disapplied. Only 2 extra children failed

the screening this year than last year and the number of SEND children last year was 7 and this year is 11.

In Year 2: Phonics data – 11 children didn't pass the phonics screen in Year 1. 9 children passed on re-taking, 1 scored 6/40 and 1 was disapplied. 84 out of 86 children or 98% have passed by the end of KS1.

Looking forward

Writing: Further consideration is needed across KS1 to reduce cognitive load during writing planning. Tasks should be designed with a clearer focus on achieving high-quality outcomes, rather than prioritising quantity or complexity. This will support pupils in developing writing stamina and confidence through more accessible and purposeful learning experiences.

Reading (Year 1): A structured rollout of guided reading will be implemented in Year 1 to ensure consistent delivery and development of early reading skills, supporting fluency, decoding, and comprehension through carefully planned small-group teaching.

Reading (Year 2): To increase the number of pupils working at Greater Depth in reading, there will be a stronger emphasis on explicitly teaching key comprehension skills. This includes supporting pupils to interpret and engage deeply with texts, preparing them effectively for the expectations of KS2

Mathematics

Mrs C Sciberras

Overview

In order to achieve the targets included on the SIP, Maths has been managed and monitored throughout the year mostly with Key Target 1 in mind: To ensure the rigour and quality of teaching and learning is sustained in order to support the best possible outcomes for children at the end of EYFS and KS1, with a focus on combined attainment in Reading, Writing and Maths and a Good Level of Development.

The Maths success criteria are as follows:

- 1 At least 70% of children will achieve EXS+ in Reading, Writing and Maths combined at the end of KS1
- 2 At least 85% of children will achieve EXS+ for Maths at the end of KS1
- 3 25% of children to achieve GD in Maths at the end of KS1 (23% in 2023-24)
- 4 Maintain the GLD of 82% of children to achieve a GLD at the end of EYFS (82% in 2023-24)
- 5 At least 75% of children in Year 1 will achieve Secure+ in the school measures for Reading, Writing and Maths

Intent:

The main aim was to ensure appropriate progress in Maths towards the end of year outcome. This was to be achieved in the following ways:

- Planning and teaching of Maths across the school demonstrates effective delivery of the curriculum in light of changes to daily classroom practice.
- Accurate assessment allows for children with identified gaps to make accelerated progress.
- Quality first teaching of Maths for all children ensures good or better progress in Maths.
- Continue to improve children's mental Maths's skills.
- To reduce the number of children working Pre-Key Stage levels in Maths by the end of KS1.
- To improve the number of children reaching Greater Depth by the end of KS1.

Implementation:

To achieve the aspirational targets outlined within the SIP, the following actions have been implemented:

- **Planning and Teaching:** Teachers have used the Long-Term Map for Maths for their year group, which broadly follow the HIAS Long Term Plan as recommended by the Hampshire Maths Team to allow for objectives to be taught in sequential order so that skills and knowledge are delivered and appropriately revisited within each of the 3 Phases of learning throughout the year.
- **Planning and Teaching:** Teachers have delivered the Maths Curriculum as laid out in the Long-Term Maps using the 10/10/10 model which has been refined in Year 1 this year and the TRaP (Teach, Retrieve and Practise) Model introduced in Year 2 for the first time this year. Teacher feedback is that this model of teaching allows for a good balance between adult led teaching input in smaller groups alongside the opportunity to practise and embed learning from prior sessions. Monitoring of Maths books throughout the year would also support this.
- **Assessment and progress:** This is the first year of being able to track Maths progress using the Insight Assessment tool. It has proved extremely useful in identifying children who are struggling in particular areas of the curriculum and also in effectively targeting those who would benefit from quick 'catch up' interventions such as the 'pathways to progress' programme delivered by DJ in school.

- **Quality first teaching:** The 10/10/10 and TRaP curriculum models has made it easier for teachers to identify, support and successfully catch-up children who need additional support. Children identified by teachers within lessons, at the end of teaching a unit or at the end of one of the 3 Maths Phases have been effectively targeted both within lessons and outside of lessons, using DJ as a resource when required.
- **Improving Mental Maths Skills:** Planning now includes a focus on the mental maths skills and key number facts and knowledge that each year group should know at each phase. A greater emphasis has been placed on teaching these skills explicitly as part of whole class teaching and then revisiting the knowledge in Mega Maths sessions throughout the year. Year 2 have done this particularly effectively from the Spring Term onwards using their 'Mini Maths' books to support mental fluency.
- **Children working at Pre-Key Stage Levels:** Delivery of the curriculum through 10/10/10 and TRaP for this year group has proven successful in identifying and addressing caps in learning for those children who require additional support when learning Maths.
- **Children working at Greater Depth:** This was not a focus this year due to changes in leadership and curriculum delivery which have taken priority. This will be a priority in next year's action plan.

- **Impact**

- End of KS1 results in Maths: **87% EXS+ (17% Greater Depth).**
- End of Year 1 Expected+ in Maths: **79% EXS+ (12% Greater Depth).**
- End of EYFS results in Maths: **89% achieved the Maths Early Learning Goal.**
- **Planning and Teaching:** Using the Long-Term Planning sequence across KS1 has allowed for the key knowledge and skills to be taught effectively and re-visited appropriately in order for children to make good or better progress within the subject across the year. Due to the new delivery of the Curriculum, it has been noted that Maths lessons are not necessarily taking place every day. When this is the case, it is vital that Year Group Leads ensure that some Mega Maths or fluency practise takes place. The Maths Lead will continue to monitor this.
- **Planning and Teaching:** Encouraging independence and confidence in Math's skills and knowledge has been a driver of this way of curriculum delivery, and it has been broadly successful. Adaptations have been made throughout the year to ensure full curriculum coverage in the appropriate depth.
- **Assessment and progress:** Results are in line with last year in terms of children achieving EXS+, although it is clear how much of a focus has been on curriculum delivery and EXS rather than GD, as the number of children achieving GD has fallen this year and must be priority for next year.
- **Quality first teaching:** TRaP has emboldened class teachers to be clear about assessment, next steps and ensuring that children have enough time to practise and deepen their skills and knowledge in Maths so that these are consolidated before moving on too quickly. Many of the children identified as needing 'catch up' sessions do so in a timely fashion without needing ongoing support or IEPs for Maths, making this approach a very successful one. The use of DJ delivering the Pathways to Progress programme for children identified as developing in their maths skills at the end of Year 1 has allowed many of these children to achieve ARE by the end of the year.
- **Improving Mental Maths Skills:** Year 2 have worked hard to address the lack of fluency identified as some children entered Year 2 by introducing 'Mini Maths' books. These are to be used from the start of the year next year to support these skills further.
- **Children working at Pre-Key Stage Levels:** Only 1 child has been assessed as working at a Pre-Key Stage level this year. This child has an EHCP and is not engaged in subject-specific study. All other children have been assessed as either Working Towards or above within the National Curriculum.

- **Children working at Greater Depth:** As the focus has been on curriculum delivery and reducing the number of children leaving us working at a Pre-Key Stage level, less children were assessed as working at Greater Depth in Maths by the end of KS1 than in previous years.

Action Points for next year:

- **Improving outcomes for Greater Depth pupils across the school**
- **Supporting accurate assessment, particularly of Greater Depth pupils with the removal of KS1 SATs testing**
 - Year 2 teachers to spend time at the very start of the year ensuring that the criteria for the 'Working Towards' statements from the Teacher's Assessment Framework (used to support teacher's judgements when assessing against the Age-Related Expectations at the end of the year) has been thoroughly covered in lessons and in 'Mini Maths' work during the first part of the Autumn Term. Common gaps and misconceptions can then be put into Mega Maths and Mini Maths sessions throughout the year and can inform teachers of which children need to complete the 'Pathways to Progress' programme. Teachers identifying children with a common gap in their knowledge can be supported by the Maths LSA alongside the class, allowing for a more inclusive approach to 'catch-up' than previously.
- **Developing fluency and confidence in mental maths skills** for children in EYFS and Year 1 will be a priority for next year, ensuring that children are given daily opportunities to practise basic skills such as counting and basic composition of number facts.
- **Planning format** – to be adapted to a front sheet format that can be used alongside the flipcharts created by the year teams during planning sessions. These should clearly link to the LTP and show progression of knowledge and skills across each domain of maths throughout the year.
- Closely tracking the group '**Girls who are NOT SEND**' and responding to any catch-up needs in a timely manner. These children have been identified through discussion with the DHT and Maths Lead at St. Mary's Junior School as the group who end up needing the most support to achieve ARE in Maths by the end of Year 6.

Art

Miss Charlie Murden

<p>Overview</p> <p>At OBIS, the art curriculum continues to offer a creative, inclusive and progressive experience for all pupils. It is designed to engage children through meaningful learning journeys that ensure key skills are being explicitly taught, revisited and developed over time. These learning journeys are central to our curriculum planning as it provides clear structure for both staff and pupils and provides clear progression of knowledge and skills across year groups.</p>
<p>Intent</p> <p>As this is my first year as Art lead, my aim was to familiarise myself with the art curriculum, including the key knowledge and skills and how these are built upon and progressed across KS1. After a handover from the previous art lead, my aims were to use art to inspire children and to continue to ensure all art skills are revisited and all art lessons were appropriately differentiated to make art more meaningful for all pupils.</p>
<p>Implementation</p> <p>Through close monitoring of art, planning, teaching and assessment, it is clear that the art curriculum is consistent throughout the school. Lessons are planned in line with learning journey formats, with a clear focus on prior learning, allowing children to revisit and consolidate key skills. For example, in Year 2, children demonstrated their ability to independently apply techniques, like painting using different shades and collage, that they had previously learned, creating their own space artwork that reflected their creativity and understanding. This independent work highlights the effectiveness of the learning journeys in building confidence and competence over time. Teachers ensure lessons are differentiated to provide support and challenge where needed, so that every child, regardless of ability, can make progress.</p> <p>Pupils have had opportunities to take part in collaborative projects and display their work in shared spaces. Year 2 also had the opportunity to sharing their work with YR and Y1. These experiences help children to take pride in their work and to see it as meaningful beyond the classroom.</p> <p>As art lead, I have attended the Basingstoke and Eastleigh Infant Schools Cluster Group once a term which has been instrumental to familiarising myself with the art curriculum, staying informed about developments in art education and sharing best practise with colleagues from other schools and bringing new ideas back into our own planning and teaching.</p>
<p>Impact</p> <p>The impact of the art curriculum is evident in the quality and the variety of work produced by the children. Pupils show clear progression in their understanding and application of artistic techniques, and there is a strong sense of ownership and pride in their work. During discussions with the children, pupils speak positively about their art experiences and are able to discuss the artists they have learnt about and their techniques.</p> <p>Ensuring planning is being differentiated and adapted means all children, including those with SEND, are appropriately challenged and supported. Through observations and discussions with</p>

staff, teachers use a range of strategies, including adapted resources, visual modelling, guided support and open-ended tasks to enable all children to achieve success.

Looking forward

- To continue to make links with the broader community by seeking additional opportunities for pupils to connect with local artists and galleries.
- To continue to attend Basingstoke and Eastleigh Infant School Cluster Group to stay updated with best practise, share ideas and collaborate with colleagues across the local area.
- To develop a more consistent approach to tracking progress in art through the use of pupil conferencing, teacher observations and annotated work samples.

Science

Mrs C.Sciberras (DHT)

<p>Overview</p> <p>The Science curriculum has continued to be taught through the delivery of substantive knowledge where facts are taught and disciplinary knowledge which is where children find out how they know and learn the skills needed to find out about the world around them. In the absence of a Subject Lead, Year Group Leaders have instead taken responsibility for ensuring that the detailed planning already in place has been delivered and assessed effectively to allow for recall of knowledge, practise of skills and full curriculum coverage across EYFS and KS1.</p>
<p>Intent:</p> <p>Children to have a secure understanding of the knowledge and skills taught in the EYFS and KS1 curriculum for science. Teachers have been given the opportunity to revisit topics and retrieve previously learnt content to identify where there are any gaps in learning, or to reinforce the learning of 'sticky' subject content.</p>
<p>Implementation:</p> <p>Planning has been used to support the new TRaP curriculum delivery in Year 2, which has allowed for greater opportunities for children to demonstrate their understanding of key knowledge through 'practise' and 'retrieval' tasks designed to regularly reinforce key scientific learning throughout the year.</p> <p>The new planning format developed last year has been used, including retrieval tasks at the beginning of each session along with opportunities to explore topics in depth.</p> <p>Assessment grids have been updated to reflect learning across KS1 and to allow for revisiting 'sticky' knowledge.</p>
<p>Impact</p> <p>Science in KS1 has been taught regularly with children covering all areas of the curriculum and being allowed many opportunities to practise and revisit learning, particularly within the Year 2 curriculum. The children have been able to show what they have learnt in different ways that has encouraged them to ask questions and think about what they know and how they have found this out.</p>
<p>Next Steps</p> <p>A Science Lead has been appointed for next academic year, so that the good work done in recent years to develop the planning, delivery and assessment of Science can continue while being monitored effectively across the school.</p> <p>A focus on retrieval of key knowledge and skills in Year 1, will be a target going forward for 2025-26. The use of the TRaP model used in Year 2 will be helpful in refining this practise in Year 1.</p>

Design Technology

Mr Alex Towersey-Veal

Overview

I took over as DT leader this year and have continued to implement the DT cycle that has been in place for the past 2 years. This has proved very successful and has been continued to be followed throughout this school year. There have been opportunities this year to get DT in the wider curriculum as a vehicle for children to be more independent and build risk taking.

Intent

1. To ensure the school is well resourced for DT learning and up to date.
2. To work with and ensure all staff are confident to plan DT lessons which ensure coverage of skills.
3. To ensure that DT skills are revisited and then built upon.

Implementation

I continued to monitor planning and teaching of DT over the year. Through a DT staff meeting, I was able to go through the DT cycle with staff, including the 2 new teachers in the staff set as well as support their DT planning. I have shared my action plan to ask for DT skills to be revisited more often and built upon. This led to each year group making sure DT skills practice was part of their enhanced provision as well as a display in Year 1, Year R and in the Year 2 corridor. I have ensured each Year group has been spoken to each term to ask what resources have been needed and then acted to ensure these were purchased.

Impact

The teaching of DT this year has been purposeful and the topics have been engaging for the children. DT skills have been extended through extra practice in Year R, 1 and 2's continuous and enhanced provision. For example, in Year 2, some children made vehicles independently for a second time as part of their Space Topic and in Year 1, children revisited their skills for levers to make a lever independently in their continuous provision. Year R children were able to talk through their display when conferenced too. The DT cupboard is now well stocked and tidy with a contents list to ensure it remains tidy and well stocked.

Computing

Miss Charlie Murden

Overview

Computing is an essential and important part of our curriculum as we prepare our children for the increasingly digital world. We aim to provide a high-quality computing education that ensures all pupils develop foundational digital skills, computational thinking and an understanding of how to use technology safely and purposefully.

Intent

My key priorities for this year were to implement the Teach Computing curriculum across KS1 to provide clear progression, structure and depth to children's learning, to continue ensuring the use of technology is always purposeful for children; whether through direct computing lessons or through cross-curricular opportunities, helping pupils to understand how and why technology supports their learning and to continue to offer support to parents and families about e-safety.

Implementation

After discussions with St. Mary's Computing lead and trialling Teach Computing lessons in my own Y2 class last year, I decided to implement the Teach Computing curriculum across KS1 this year. Teach Computing is developed by the National Centre for Computing Education (NCCE) and is now fully embedded in KS1, with structured lessons delivered weekly, ensuring computing is being taught regularly. Each unit builds on previous learning, ensuring progression from Year 1 to Year 2 and cover the core strands of computer science, information technology and digital literacy. The scheme also provides staff with detailed lesson plans, teacher guidance and assessment tools, supporting staff confidence and consistency which has previously been addressed as a barrier to teaching computing.

All pupils have frequent and meaningful access to technology throughout the school day, not just in computing lessons. Devices such as talking pegs, iPads, laptops and interactive whiteboards are used regularly in all subjects, allowing children to practise digital skills in authentic contexts. This enables online safety to be woven naturally into everyday teaching and avoids it being treated as a one-off topic.

Now I am teaching in Reception, I have valuable insight into what computing looks like in EYFS. Children are taught foundational digital skills using iPads, including how to take photos and videos, use educational apps and play maths and phonic games to support their learning. They have also had the opportunity to use Bee-Bots, helping them build an early understanding of programming and coding through hands-on exploration. Due to this, they will be well prepared to build on these skills in Year 1 as they begin to engage with more structured computing concepts.

Impact

Through close monitoring of computing in terms of planning, teaching and use of technology, I have been able to ensure that computing is being taught regularly and lessons are built upon prior learning. Through observations and pupil conferencing, pupils are confident, enthusiastic and creative digital learners and are able to explain why they are using a tool or device, not just how to use it. Pupils talk about how to be safe online with increasing confidence, and are able to apply these principles when using technology in class. Through discussions with staff, barriers to teaching computing have reduced and teachers feel more confident and supported in delivering lessons and has made teaching feel more manageable due to the structured nature of the

curriculum. As a result, pupils are receiving more consistent, high-quality computing experiences across the school.

Looking forward

- To continue embedding the Teach Computing curriculum across KS1, monitoring pupils' progress and supporting staff with teaching and assessment.
- To build up a collection of digital portfolios to celebrate and track children's work in computing over time.
- To further engage with parents and families and update digital safety guidance in line with current trends (e.g., AI tools, online games)
- To develop more opportunities for children to collaborate using technology, especially in creative subjects.

Geography

Miss M Higham

Overview

Geography at Old Basing Infant School is delivered through an enquiry-led approach that encourages children to investigate the world around them with curiosity and purpose. Children's interests and curiosities shape the direction of learning, ensuring that the subject remains engaging, relevant and meaningful. As a result, pupils develop a strong grasp of key geographical concepts and confidently apply the skills outlined in the National Curriculum. Through high-quality and carefully considered planning by teachers, children engage in a variety of stimulating learning opportunities. Geography at Old Basing Infants School inspires awe, wonder and a lifelong curiosity about the world.

Intent:

My focus this year was to continue to develop my own subject knowledge so that I could effectively support teachers in planning and delivering high-quality teaching. I am passionate about cultivating children's sense of awe and wonder from the early years to spark curiosity about their environment. I want to ensure through the planning and teaching of our Geography curriculum that children develop a strong sense of identity and attach meaning to the world around them – thinking like geographers and gaining geographical skills which enable their explorations. My aim is for all children to leave our school equipped with the knowledge and skills to understand and navigate the world confidently, recalling and applying their learning in meaningful ways.

Implementation:

With the introduction of TRAP learning in Year 2 and the continuation of enhanced provision in Year 1, I developed a resource bank of activities, to support the retention of knowledge and skills. I carefully chose the activities to match each year group's topics and curriculum content, enabling children to revisit and deepen their understanding independently. This resource was shared with all staff during autumn term in a staff meeting, I shared my intent for these activities to be used in provision. Across the school, all children have engaged with high-quality lessons, that are practical and meaningful, capturing their curiosities and interests within the topic and spark further questions.

To support staff, especially new teachers to the school, I had discussions with teachers to help plan hands-on experiences and high-quality lessons that inspire curiosity while ensuring learning objectives met. In discussion with the Year 1 team, I supported in planning a unit about 'weather' and comparing similarities and differences with Old Basing and Dubai. We discussed the key learning from the national curriculum and from this the children took part in creating their own weather reports. The children became weather forecasters and wrote their own report using their findings, which they presented to others.

In Year R, throughout the year opportunities were designed for children to explore their sense of place through meaningful interactions with maps, stories and real-world experiences. Children developed their understanding of a map. First being shown maps – teachers created high quality discussion surrounding maps, then children were supported to create maps with familiar narratives. Then they had a go at applying this knowledge to independently create maps of meaningful places and journey to them. Children often choose to make maps independently in provision, children have created maps of the outdoor area for their peers to follow and to help a

dragon find treasure in the classroom, and mapped their journey they took on the bus. These real-life experiences helped provided the basis of building the geographical skills, children attached meaning to this learning.

Impact

The geography curriculum at Old Basing Infant School sparks curiosity and engagement, children confidently ask questions about their world. In Year R, a sense of excitement and curiosity has been fostered with children actively initiating questions and discussions as they explore the world around them. This enthusiasm has helped lay a secure foundation of inquiry and understanding, equipping pupils with the skills and mindset to immerse themselves confidently as they transition into KS1. Through carefully planned, practical, and immersive activities, children have developed strong locational knowledge and can identify confidently human and physical geography in the world around them. During pupil conferencing, I saw first-hand the pupils' pride and interest in geography through their animated discussions. Careful and thoughtful curriculum planning has ensured progression and continuity. Staff confidence continues to grow through open professional dialogue and ongoing support.

Looking Forward

- Monitor the planning and delivery of the KS1 Geography Units. Develop a clear overview of how the subject is taught and the curriculum covered.
- Continue to develop provocations for EYFS. Creating awe and wonder opportunities in Year R.
- Monitor the retention of KS1 topics across the year. Monitor the use of activities in the provision.

History

Mrs C Sciberras

Overview

Our history curriculum at Old Basing Infant School places children's curiosity at its core. Using an enquiry-based approach, learning is shaped by the questions and interests of pupils, encouraging exploration and critical thinking from an early age. Teachers design well—sequenced lessons that both nurture these curiosities and ensure full curriculum coverage. As a result, children are immersed in meaningful historical topics that bring the past vividly to life.

Intent:

As a new history subject leader, my primary aim this year has been to develop my own understanding of the KS1 history curriculum. I wanted to be confident in exploring current best practises, engaging with recent educational reports and spending time with year groups to gain insight into the existing teaching approaches within our school.

Another key focus was to support and monitor the planning and delivery of fixed historical topics. I wanted to work collaboratively with year groups to ensure curriculum coverage is robust and that planning continues to ignite children's natural curiosity through engaging and enquiry-based learning sequences.

I also wanted to monitor the retention of history knowledge. Within this a key focus was to include history activities within Year 1s enhanced provision and Year 2s TRAP, creating opportunities for children to revisit and recall prior learning.

Lastly, I have sought to enthuse EYFS children in their early exploration of history. By nurturing curiosity and supporting teachers in delivering playful, age-appropriate historical experiences.

Implementation:

In order to help achieve the above targets, the following actions have been implemented.

- Developed and shared a resource bank of TRAP and enhanced provision activities to support pupils' retention and recall of historical knowledge; introduced this during the Autumn Term staff meeting.
- Collaborated with the Year 1 team to adapt and enrich their 'Toys' topic planning, ensuring activities were more practical and engaging for children.
- Worked in partnership with the history lead at the junior school to review progression into KS2 and address any gaps; highlighted the benefits of storytelling in our curriculum, which they are considering for Year 3 to aid transition.

- Used leadership time to strengthen subject knowledge through independent reading, familiarisation with the KS1 curriculum, and discussions with the previous history lead, to support professional growth.
- Embedded "Past and Present" in Year R teaching to facilitate rich discussions and exploration of early historical vocabulary and concepts

Impact

Pupil conferencing revealed the effectiveness of a story-based approach in Year 2. The *Heroes and Villains* topic sparked deep engagement, with children confidently recalling key events like the Gunpowder Plot and articulating well-reasoned responses to enquiry questions through drama and storytelling.

Full coverage of knowledge and skills in KS1 history is securely in place, aligning with National Curriculum expectations.

The Year 1 *Toys* topic was successfully adapted to be more hands-on and engaging, supporting practical learning while delivering curriculum outcomes.

Year R children actively engage in discussions comparing past and present, using historical vocabulary which is supported by high-quality teacher interactions.

Retention-focused activities are beginning to be embedded in TRAP and enhanced provision, strengthening long-term recall and deepening historical understanding.

Looking Forward

- Monitor the retention of history learning and the provision to facilitate this.
- Provocations in EYFS to generate discussion. Facilitate discussion around changes over time.
- Monitor curriculum coverage, ensuring all aspects of the curriculum are covered through the year.
- Promote the teaching of history through storytelling and drama.

Religious Education (RE)

Mrs V Nightingale

Overview We have continued to use the Hampshire Agreed Syllabus Living Difference IV to deliver the RE curriculum. The units of work we cover across the school mainly focus on Christians and Hindu traditions to reflect the pupils within our school.
Intent I have met with the RE lead from St Marys Juniors school to discuss our different units of work and the key knowledge our children should be entering year 3 with. Across the school, staff have adapted planning to best fit the needs of the children in their year groups to ensure key concepts are understood.
Implementation Teachers have continued to focus on retrieval when planning lessons across the different units. KS1 have included some retrieval activities in provision.
Impact We have continued to use the planning cycle of Enquire, Contextualise, Evaluate, Communicate and Apply. During staff meetings on RE we have discussed the collection of evidence for RE and the best way of ensuring any tasks that require the children to record are purposeful and meaningful but that they also inform teacher assessment. This will be an area of development for next year.

Looking forward

Next year the profile of RE needs to be raised across the whole school and to ensure that the different religions practised by our children are reflected across the school. I would also like to look at how assessment is collected for RE and if all written tasks are purposeful.

Music

Mrs S Carter

<p>Overview</p> <p>Music can be used to enhance learning and enjoyment across the curriculum and as such, this should be covered on detailed sessions as opposed to blocking these lessons. Music allows children an opportunity to express their creativity and use their own ideas in an exciting way. They are free to explore instruments without the fear of making an error and they can confidently share their thoughts in a safe environment.</p> <p>Across the school children are exposed to a range of genres during daily singing in assemblies and during class. Some teachers will sing to gather children's attention to then provide instructions for them to follow. Within the Early Years classrooms, children listen to a range of songs and nursery rhymes frequently and particularly in phonics and maths lessons. This is a useful aid for children when counting and remembering new digraphs.</p> <p>Occasionally some music lessons can be missed where lessons are blocked or condensed.</p>
<p>Intent</p> <p>At the end of Summer 2 there will be a small change to how evidence is collected for half termly assessments. This was chosen as it is difficult to record evidence for a practical subject.</p> <p>A hurdle we have faced this year is the rising cost for children to be able to listen to and experience live music. As part of the curriculum "children should be exposed to a range of different genres of music including live performances." During regular cluster meetings with a variety of local schools, including St Marys CE Junior School, other schools had faced this hurdle with no successful outcome. The music lead at St Marys is in negotiations with the Philharmonica Orchestra and she has also requested support to encourage musicians to conduct visits with local schools. There is potential for free taster sessions with instruments to encourage and ignite children's interests to sign up for future lessons; this would be at a cost to parents. The music lead has secured funding from a choral expert from ABRSM Voices and there is potential for support when implementing singing in our school.</p>
<p>Implementation</p> <p>Changes to the collection of music evidence will be introduced during the staff meeting on Monday 14th July. Teaching staff will be given time to look at their planning for next year and how to use the iPads to record evidence at the end of the topic. Teachers can then create a QR code which can be stuck into music books. This allows children to revisit their learning as well as parents during open book sessions. QR codes can be displayed on the music board and changed half termly to allow visitors and the opportunity to see how creative our children are.</p>

Year 2 have continued to enjoy weekly Listen to Me sessions and nearly all children have met the expected level. During pupil conference meetings with Years 1 and 2 children were given time to express their views on music, how often they take part in music, access to musical instruments, what they have enjoyed and what they would like to change. Children were offered the opportunity to perform as part of Mrs Malone's weekly singing club and in the annual singing competition. The singing competition allows children to cover different parts of the curriculum and have fun at the same time. During this time, children were able to revisit prior learning of pitch and rhythm to develop their understanding of how and when to adapt their voices.

Impact

During pupil conference meetings in Summer 2, children had a secure understanding of a broad variety of musical instruments. They could explain some musical vocabulary and demonstrated their knowledge but some terminology was a little muddled.

Year 1 knew a variety of musical instrument and confidently explained what was meant by pitch and timbre. I have created and would like to implement 'Knowledge Organisers' to allow for continuity with definitions of musical language such as: pitch, timbre, rhythm, beat and tempo. This will be for Years 1 and 2 for teachers to see the progression and what the children will be working towards.

During the staff meeting teachers will be given time to plan to allow children to explore musical instruments and how they can link further music sessions to curriculum topics such as telling stories, creating a short piece of music of their favourite book character and/or class animal as a hook for the Autumn term. This can be implemented during continuous provision in Early Years and during Enhanced provision for years 1 and 2. Children's feedback from pupil conference was a desire to spend more time with the instruments so this will tie in nicely. Children have enjoyed the singing competition "we get to learn new songs and see everyone's at the end" and "I love showing everyone the actions and what we have learnt." As well as wanting to have more time with the musical instruments, children have said "I want to learn about instruments from different places in the world."

Looking forward

- *Knowledge organisers to be given to Years 1 and 2 for continuity with the use of key musical vocabulary.*
- *Recording children performing in groups to provide quick evidence. Teachers to create a QR code half termly to stick into books to allow for reflections.*

Physical Education

Mr A Towersey-Veal

<p>Overview</p> <p>Having spent last year tweaking and developing the PE curriculum further, this year has been a chance to implement this curriculum in Key Stage 1. I have organised 2 staff training events – dance for teaching staff and outdoor learning for support staff. Both have had impact as has the PE conference I went to. The Sports LSA role has evolved this year and has led to children being even more active in school. The school has engaged in a range of inter-school competitions.</p>
<p>Intent:</p> <ul style="list-style-type: none">• To implement the curriculum map for PE in the school so that the planning is consistent, progressive and includes more revisiting of skills.• To offer training and support for staff to develop teaching outcomes and confidence in PE.• To use a portion of Sports Premium to enhance the Sports LSA role to support and deliver active learning, support the delivery of lunch clubs, competition support and after school clubs• To ensure children are getting 30 active minutes per school day, including the use of the MUGA at playtimes, and a wide range of children are able to access these active minutes in a variety of areas.• To continue to raise the profile of girls in sport (particularly football) and increase participation of girls in football• To ensure continuous and enhanced provision has the equipment needed so that outdoor learning is active adding to the number of minutes children are active each day• To ensure children are getting the recommended 2 hours of PE each week
<p>Implementation:</p> <p>The new curriculum has now been fully implemented. Staff have been supported and spoken to about how to use the new curriculum and planning. Through dance staff training, staff have been supported to improve their delivery and planning of Dance in PE. Outdoor learning has been supported through support staff training. The Sports LSA has been supported in getting other members of staff trained to deliver active learning and clubs. The children have been supported to be active through a MUGA timetable and lunchtime clubs as well as throughout the continuous and enhanced provision at our school. Girls football clubs have been offered and the uptake has been high again.</p>
<p>Impact</p> <p>The new curriculum has been a success. Teachers feel more supported in the planning and teaching of PE and found the Dance training beneficial. The children who were conferenced were able to demonstrate their knowledge of the key skills and knowledge. PE lessons observed have been well delivered and the children were enjoying their learning.</p> <p>The Sports LSA role has continued to be a success. Children have been supported to be active in their learning and throughout the school day. Staff have benefited through the support and ideas that the Sports LSA has given. High attainers, SEND and Pupil</p>

Premium children have all benefited too. Lunchtime clubs have been a success and members of the lunchtime team feel more confident in supporting active lunchtimes. Overall, our children are more active than ever!
Girl's football has continued to be successful with new links to a local club created. This will develop over time to make a pathway for these girls.

Personal, Social and Health Education (PSHE) and Rights Respecting Education (RRE)

Mrs V Nightingale

Overview <p>This year the PSHE curriculum has mainly been delivered through a new PSHE scheme called MyHappyMind. The scheme is backed by the NHS and helps teachers and parents to prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and at school.</p>
Intent <p>The new scheme was implemented to help develop the children's understanding of mental health and wellbeing. The scheme links closely with Article 24 from the UNCRC which focuses on children's physical and mental health.</p>
Implementation <p>Across KS1 and the EYFS teachers have implemented the new scheme and taught lessons from all 5 of the units covered in the scheme. Teachers have also adapted planning from the PSHE association to ensure all objectives from the PSHE curriculum have been covered.</p>
Impact <p>All year groups have found the resources and lessons from MyHappyMind to be engaging for the children and that they have helped to developed the children's understanding of their own and other's mental health. The children are able to talk about different parts of their brains and how they can manage their emotions effectively.</p>

Looking forward

Next year the focus for PSHE is to develop the planning for the additional units which are not covered by MyHappyMind. A further area for development is to look at encouraging more parental involvement with MyHappyMind as the scheme offers a wide range of resources that can be used at home to support children in both Early Years and KS1.

Continuing Professional Development (CPD)

Mrs S Denning

As in previous years, all staff members have had their performance management which has included initial, mid-year and final reviews along with observations and target setting. Staff members have decided upon specific targets for their performance management and specific targets are related to the School Improvement Plan. They have had the responsibility for driving the SIP forward with their targets. They continue to be responsible for the ownership of their paperwork and for outlining how they are going to achieve the targets they have set. Targets are then shared and agreed by the PM reviewer. We continue to have Pupil Progress Meetings with Tracey as separate from PM and these happen after each phase data drop. During these meetings, teachers have been responsible for their own class data and for being able to talk about and justify the progress that the children in their classes have made.

Management, Leadership and PPA time

Teaching staff have leadership time in order to support them in developing their areas of responsibility and to assist them in identifying gaps for future planning. Each year group has also had 1 afternoon of planning, preparation and assessment time each week in line with national requirements. Our superb support staff continue to take classes during these afternoons for a range of different activities.

Curriculum

Our staff have identified the areas in which they feel that they need support and this has been addressed through providing training where we can. We have sought advice from HIAS (Hampshire Inspector Advisory Service) and this has taken the form of courses and bought in time for individual teachers to work with individual subject leaders.

Courses

Whole School INSET	<ul style="list-style-type: none">• Safeguarding• Vision and Values• Report Writing and Outdoor Learning• Wellbeing
Sonia Denning	<ul style="list-style-type: none">• New Head• EYs HT Briefing• Area Heads• English HT• Maths HT• DSL Conference• HT Conference• Diversity Inclusion Partnership• Attendance Hubs• Primary Assessment Network x3

Catherine Sciberras	<ul style="list-style-type: none"> • HT Conference • Maths Managers' Network • Maths HT Briefing • EYFS HT Briefing • Safer Recruitment • DHT Networks • DHT Conference • Fire risk and Safety Coordinator
Vicky Willis	<ul style="list-style-type: none"> • English Managers' Network • English Conference • High Quality Inclusive Teaching
Kate Thompson	<ul style="list-style-type: none"> • SEND Cluster • SEND Conference • DSL Refresher • EMTAS
Alex Towersey-Veal	<ul style="list-style-type: none"> • PE Conference • Maths Conference
Debbie Selmes	<ul style="list-style-type: none"> • IBC Group • H&S Briefing • DSE Assessor Training • General Risk Assessor
Charlie Murden	<ul style="list-style-type: none"> • Art
Cathy	<ul style="list-style-type: none"> • ELSA Supervision
Caroline Tuck	<ul style="list-style-type: none"> • English • High Quality Inclusive Teacher
Mollie Higham	<ul style="list-style-type: none"> • EY Conference
Vicky Nightingale	<ul style="list-style-type: none"> • EARA Network • Developing Leadership Skills
Alice Stoddart & Lea Somerville	<ul style="list-style-type: none"> • ECT

Health and Safety and First Aid

All staff completed the e-learning unit for Prevent, fire safety, moving and handling and Display Screen Usage.

All staff and Governors have had Safeguarding Training.

New Staff

This year we have welcomed:

Alice Stoddart

Sara Gibson

Sarah Carter

Special Curriculum Events

There have been a huge number of a broad range of events this year including:

- Sir Linkalot Day
- Harvest assembly
- Christmas card designs
- Rotary shoe box appeal
- Your Time To Shine Day
- Children In Need
- Christmas Jumper Day
- Singing at St. Mary's Church Festival
- Visit from Aaron Phipps
- NSPCC Speak Out, Stay Safe
- Comic Relief
- Scooter and skipping sessions
- World Book Day
- Earth Day
- Sports Day
- Singing competition
- Punch and Judy
- OBIS Musical Proms
- Year group discos
- Year group performances

Children have also been on the following trips:

YR – St Mary's Church and Old Basing village.

Y1 – Milestones, QMC Science Centre and Southsea.

Y2 – QMC Science Centre and Sea City Museum.

Extra-curricular clubs are provided for the children to participate in during lunch times or after school. Some of the clubs are run by staff members and some are run by external providers. These clubs include:

- French and Spanish
- Football, Multi-skills and athletics
- Dance
- Singing
- Musical instruments; guitar, drums, recorder and violin

There have also been a number of events for parents this academic year including informal meet the teacher, parent's evenings both face to face and via Zoom, Q&A sessions on a variety of topics (phonics, reading, spelling, maths and curriculum) open days for new parents and open afternoons for parents to review their children's books.