



Heathfield Infant School
School Action Plan
2017-18

Introduction

The School Action Plan outlines the whole school priorities for the year. They were identified by the Senior Strategy Team in July 2017 and are based on evaluation of data and monitoring evidence for 2016-17.

These priorities are at the centre of the school's continued drive to bring about further improvement in the quality of provision for its pupils and the levels of attainment they reach.

As in the previous year the Ofsted framework for evaluation and inspection has been used to provide the structure of this document.

Overall responsibility for the plan rests with the Head and Senior Strategy Team who are accountable to the Federated Governors Standards, Teaching and Learning Committee for this aspect of the school's work.

This document is reflected in the performance management targets of all teaching and support staff.

Summary of SAP Priorities

Improvement Priority 1: Leadership and management: Development of Middle Managers (specifically YGL group)

Improvement Priority 2: Teaching, learning and assessment: 2.1: reading 2.2: writing

Improvement Priority 3: Outcomes for pupils: attainment of pupils in receipt of PPG (joint with Junior School)

Strategic Plan 2017-18

Priority 1: Development of Middle Managers (specifically YGL group)

Context: The middle management team includes 2 (out of 3) newly appointed YGLs (including one also new to the school) and the new Head of the Willow Centre. The Willow Centre officially opens in its new premises in September 2017: the Head of Centre will be part of the middle management team and will have a whole school role in order to enhance our commitment to inclusion. The middle management team is crucial to the daily running of the school, the sharing of key messages across all groups and the responsibility for progress within their year group or provision. There are also a number of new appointments to the class teacher group, including 3 NQTs. As such, a focus on enhancing this team's impact and influence is crucial to maintain the upward trend in performance seen over the last three years.

Success criteria: The middle management team will be effective in promoting the school's progress agenda which will be evidence in good outcomes throughout all monitoring activities. Evidence gathered from more informal interactions (leadership behaviours) will also be used to gauge impact on the ethos and culture of the school.

Monitoring activities: Monthly meetings with members of SST, YGL meetings, programme of monitoring activities and informal interactions across the school (including work sampling, lesson observations, pop-ins, progress meetings, analysis of data).

Evaluation of progress: on-going progress towards action plan intended outcomes will be monitored and evaluated at Senior Leadership meetings. Formal summative evaluations will be completed and tabled at the Standards, Teaching and Learning Committee on the following dates:

Autumn 2017 Evaluation

Report completed and circulated January 18th 2018 (Standards, Teaching and Learning Committee meeting January 25th 2018)

Spring 2018 Evaluation

Report completed and circulated by April 19th 2018 (Standards, Teaching and Learning Committee meeting April 26th 2018)

Summer 2019 Evaluation

Report completed and circulated by June 28th 2017 (Standards, Teaching and Learning Committee meeting July 5th 2018)

Reporting arrangements to governors

Full report of evaluation of progress towards success criteria by Executive Headteacher and SST presented to Governors' Standards, Teaching and Learning Committee at the end of each term. Chair of this Committee to produce a summary of the evaluation and leadership's presentation for the following full Governing Body meeting (Spring 1/Summer 1).

Final Evaluation July 2018

Work Plan Autumn Term 2017

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes	Evaluation December 2017
To establish a middle management team which is accountable and cohesive.	Establish a fortnightly YGL meeting (monthly to meet with a member of SST, monthly to meet independently of SST).	MB	Monthly YGL release (HoP to attend). Initial meeting: 9:30 on 21.9.17	YGL summary written up following YGL release day, outlining discussion and new actions.	
	Learning walk with DH (prior to learning walk with Cathy Clarke).	MB	Sept/Oct 2017	Monitoring weeks – quality of learning walk with DH, Year Group data report, record of YGL pop-ins etc. Opportunities for YGLs and Provision	
	YGLs to have a particular focus on progress of PPG children and to promote this with year team through fortnightly discussion in PPA. *	YGLs	First PPA, then ongoing	Leader/Head of Provision to demonstrate knowledge of their staff team and children (through learning walks with DH, Progress Meetings), especially during Monitoring Weeks and any other learning walks.	
	YGLs and Head of Provision and will identify priorities for their year group/provision and will share these with SST during Monitoring Week.	YGLs, HoP	Monitoring weeks EYFS 06/11/17 Y1 25/9/17 Y2 16/10/17 Provisions 13/11/17		
	After the monitoring week for each year group has taken place an individual plan of support will be devised.	MB	13/9/17	Individual/group plans of support to be provided by Cathy Clarke	
	Learning Walk (YGL and Cathy) Autumn 2		Nov 2017	Notes of visit (SIP)	

* see also IP 3

Strategic Plan 2017-18

Priority 2: English (reading and writing)

Context: With a high number of new staff, including to the Middle Leadership Team, there needs to be a clear focus on high quality teaching of reading and writing across the school. Work on guided reading (2016-17) needs to be embedded and shared with new staff so that this can be built upon. Teaching assistants also need to be confident with the principles of guided reading and able to deliver sessions.

There is an emerging gender gap in KS1 reading and writing results (23% in writing; 8% in reading) and so a particular focus will be on understanding this gap and promoting boys' writing. The Power of Reading approach to English planning needs to be further embedded across the school and extended to include Reception.

Success criteria: 80% of children in Reception will achieve GLD; 90% of children in Year 1 will pass their Phonics Screening Test and 80% of children will meet the expected level in reading and writing by the end of Key Stage. These target will be reflected in Performance Management targets for teachers and, where appropriate, teaching assistants.

Monitoring activities:

Planned programme of monitoring activities to include scrutinising planning, lesson observations, "pop ins", learning walks, book sampling, pupil progress meetings, analysis of data (see schedule for current term).

Evaluation of progress: on-going progress towards action plan intended outcomes will be monitored and evaluated at Senior Leadership meetings. Formal summative evaluations will be completed and tabled at the Standards, Teaching and Learning Committee on the following dates:

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Final Evaluation July 2018

Work Plan Autumn Term 2017

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes	Evaluation December 2017
<p>To continue to raise the profile of reading across the school, with a particular focus on high quality guided reading</p>	<p>Establish an English Team to lead on developing English across the school.</p> <p>Relaunch, followed by monitoring of guided reading across the school, supported by Debbie Thomas.</p> <p>Ensure all staff (including new staff) are confident in planning and delivering high quality guided reading sessions through CPD.</p> <p>YGLs to promote regular daily guided reading through PPA meetings.</p> <p>Training for TAs (Debbie Thomas) on delivering guided reading sessions, followed by class-based TAs working with own class teacher to observe, then carry out own guided reading sessions within the classroom.</p>	<p>HC/GC/MB</p> <p>HC/GC/MB</p> <p>HC/GC/MB</p> <p>YGLs</p> <p>HC</p>	<p>September 2017</p> <p>INSET 5/09/17</p> <p>INSET: 19/09/17</p> <p>Ongoing</p> <p>14/9/17</p>	<p>Evidence of planning and evaluation of daily guided reading English team will regularly visit guided reading sessions throughout the term.</p> <p>Agenda and/or minutes of PPA meetings</p> <p>Feedback and notes of visit from Debbie Thomas</p>	
<p>To promote early writing skills across the curriculum, with a particular focus on boys' writing.</p>	<p>Meet with Debbie Thomas to set actions for promoting writing across the school. Further actions (particularly for the Spring and Summer terms) will follow this discussion.</p> <p>Analysis of writing across the school, looking for common gaps.</p>	<p>HC/GC/MB</p>	<p>14/9/17</p> <p>Oct 2017</p>	<p>Evidence from monitoring and analysis with Debbie Thomas, followed by future actions (SAP Spring and Summer Terms)</p>	

	<p>Identify a group of boys not making expected at the end of previous years to analyse in greater depth and track throughout the year. (NB further actions for Spring term following this analysis).</p> <p>Training on using Power of Reading approach and materials for Reception staff</p>		Dec 2017		
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Strategic Plan 2017-18

Priority 3: Outcomes for pupils in receipt of PPG

Context: Since 2014 the results at the end of the Key Stage have been broadly similar between those pupils in receipt of PPG and those who are not. This has been a strength of the school. In 2016 there was a gap between the 2 groups in Reception which has continued as this cohort has moved in to Year 1 (20% gap in children passing their phonics screening test). There are currently 15 children within this cohort in receipt of PPG. Within the end of KS data for 2017, although children working at the expected standard or above was broadly similar for PPG pupils and others (reading 76%/74%; writing 68%/71% and maths 72%/76%), there was a gap in PPG pupils working at greater depth in reading, writing and maths (reading 16%/38%; writing 12%/28% and maths 16%/29%). This gap is also reflected in the end of Year 1 assessments for the current Year 2 (see Attainment and Progress Report July 2017).

Success criteria: Progress for PPG pupils is broadly similar to non PPG pupils at each measurement point. The gap between PPG pupils and non-PPG pupils working at greater depth has reduced. The percentage of PPG pupils working within age related expectations or above in July 2018 is higher than in July 2017 in all year groups and across all subjects.

Monitoring activities:

Planned programme of monitoring activities: planning, lesson observations, “pop ins”, learning walks, book sampling, pupil progress meetings, analysis of data (see schedule for current term).

Evaluation of progress: on-going progress towards action plan intended outcomes will be monitored and evaluated at Senior Leadership meetings. Formal summative evaluations will be completed and tabled at the Standards, Teaching and Learning Committee on the following dates:

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Final Evaluation July 2017

Work Plan Autumn Term 2017

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended Outcomes	Evaluation December 2017
<p>To increase the percentage of PPG pupils working at age related expectations across the school and so narrow the gap between this group and those pupils not in receipt of pupil premium funding.</p> <p>To increase the percentage of PPG pupils working at greater depth in all subjects and all year groups.</p>	<p>Produce detailed pupil premium strategy and present to governors. Evaluated and presented to STL committee each term.</p>	<p>HC/MB</p>	<p>September 2017 On website Oct 2017 On going</p>	<p>English and maths books of a selection of target pupils in each class included in the Autumn term work sampling (as part of monitoring weeks).</p>	
	<p>Provide class and group teachers with the opportunity to identify their target group for 2017-18. This will include the following pupils:</p> <ul style="list-style-type: none"> • PPG who were low attainment in July 2017 (year group entering or lower) • High attaining PPG on entry who were not assessed as working at greater depth in July 2017. 	<p>HC/MB</p>	<p>Staff meeting Sept 2017 – date tbc</p>	<p>Additional work sampling by SST of just these pupils to take place towards the end of the term (undertaken in pairs).</p>	
	<p>Produce a document showing interventions for individuals which will close this gap.</p> <p>Document to be updated each term by the class teacher and form part of YGL evidence base for discussion at termly progress meetings.</p>	<p>YGLs and CTs</p>	<p>September 2017 Dec 2017 March 2018 July 2018</p>	<p>YGL to monitor this document regularly in PPA and discuss possible interventions to support.</p>	

Work Plan Autumn Term 2017

