



Heathfield Schools' Partnership School Action Plan 2018-19

Introduction

The School Action Plan outlines the whole school priorities for the year. They were identified by the Senior Strategy Team in July 2018 and are based on evaluation of data and monitoring evidence for 2017-18 and on-going national developments.

These priorities are at the centre of the schools' continued drive to bring about further improvement in the quality of provision for its pupils and the levels of attainment they reach. Most priorities apply to all key stages but where appropriate they are Infant/Junior specific. The EYFS action plan is included in this document.

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 Executive Head and Senior Strategy Team who are accountable to the Governors Standards, Teaching and Learning Committee for this aspect of the school's work.

This document is supported by the action plans of subject leaders (maximum 2 priorities) and the performance management targets of all staff.

Summary of SAP Priorities

Improvement Priority 1: Leadership and management: development of the Federation

Improvement Priority 2: Teaching, learning and assessment: writing (Federation) reading (Infants)

Improvement Priority 3: Personal Development, behaviour and welfare: rewards system (Juniors) attendance (Infants)

Improvement Priority 4: Outcomes for pupils: attainment of pupils in receipt of PPG and other vulnerable pupils

Improvement Priority 5: Early Years: development of language across the curriculum

Strategic Plan 2018-19

Priority 1: Federation Leadership

Context: In Spring 2018 the governors' Futures Committee was established to work with the Executive Headteacher to develop a strategy for the schools' structure over the next 3-5 years. Their recommendation at this point is that senior leaders should continue to strengthen the Federation, possibly moving to an amalgamation from 2021. When the two schools first federated four years ago a joint ethos and systems and practices were established across the Federation. Since then an increasing number of staff have roles that operate across both schools. The Senior Strategy team is well established and includes leaders from both schools. Although they meet regularly, in the last year there have been fewer examples of joint monitoring activities taking place. Governors and senior leaders believe that the Federation is the best vehicle for continuing to improve the provision and outcomes for the children and their families.

Success criteria:

Leaders at all levels have a clearer understanding of all three phases within the Federation, resulting in improved outcomes.

Monitoring activities:

Termly monitoring weeks, SST and YGL meetings, governors' meetings and governor evaluation/review in summer 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:

Autumn 2018 Evaluation

Report completed and circulated January 17th 2019 (Standards, Teaching and Learning Committee meeting January 24th 2019)

Spring 2019 Evaluation

Report completed and circulated by April 25th 2019 (Standards, Teaching and Learning Committee meeting May 2nd 2019)

Summer 2019 Evaluation

Report completed and circulated to governors at the end of the academic year (via portal).

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 2019

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To develop the working practices of the federation to promote greater continuity and consistency across the two schools.	Reorganise team structures as follows: <ul style="list-style-type: none"> • SST to include Executive Head, the two deputies from each school and Infant SBM. • Joint YGL team to include year group leaders from Nursery through to Year 6 coordinated by an Infant and Junior Deputy. • Inclusion team to include provision leaders and TA team leader. • Key Stage 1 and 2 teaching assistant team. 	PC	From Sept 2018	Content and contributions at all team meetings (see agendas and minutes) demonstrate that leaders across the two schools have an understanding of the importance of promoting continuity and consistency across the Federation.
		HC DC	July 2018 meeting schedules published	
		HC		
		MC		
		CM (MB HC DC JF)	Sept 2018 GB meeting	
		PC	On going	
MB CM				

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
<p>To develop the working practices of the federation to promote greater continuity and consistency across the two schools.</p>	<p>Federated School Action Plan produced and presented to full governing body.</p> <p>Members of SST allocated to the year groups for monitoring activities throughout 2018-19. Planned activities include opportunities for senior leaders to support the monitoring (work sampling and learning walks) in a different phase.</p>	<p>CM (MB HC DC JC)</p> <p>PC</p> <p>MB CM</p>		<p>Federation School Action Plan reviewed regularly in SST meetings.</p> <p>Planned monitoring activities undertaken.</p>

Work Plan Spring Term 2019

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
<p>To develop the working practices of the federation to promote greater continuity and consistency across the two schools.</p>	<p>Full INSET day delivered to joint TA team (by other members of the team: ASC, Promoting Independence and Team Teach) in response to audit of training needs undertaken in the Autumn term.</p>	<p>MC</p>	<p>7.1.19</p>	<p>Monitoring by team lead of TA provision during the term provides evidence that the training has had impact on working practices.</p>
	<p>Joint YGL meetings to take place as required. This term the focus will be on finalising the revised writing steps 0-12.</p>	<p>DC HC YGLs</p>	<p>On going</p>	<p>Revised writing steps are understood by all leaders and are in place for use in the 2nd half of this term.</p>
	<p>Joint monitoring activities to continue. PC and CM to undertake some of the Performance Management in EYFS that was started by MB in the first term.</p>	<p>PC CM</p>		<p>Observations and PM meetings take place as planned.</p>

Work Plan Summer Term 2019

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To develop the working practices of the federation to promote greater continuity and consistency across the two schools.	Hire two agency administrative staff for the summer term 2019	JR/CB	23/04/2019	Successful recruitment of staff with appropriate administrative experience
	Train Agency staff in integris / Tucasi. Brief them on policies and procedures, school layout, staff members and protocol for supporting pupils, staff, parents, linked professionals and members of the public	JF / CB	Ongoing	Reduction in involvement from trainers and can manage their own workload
	Develop a closer working relationship between all office staff in both Infants and Junior Schools to work towards the following point	JR	Immediately	Shadowing of staff with similar duties. Sharing of skills. Supporting at busy times if these differ from school to school.
	Assessment of duties that can be managed across the schools by a named person either in the Infant or Junior schools immediately – attendance, newsletters and admissions. The after school club is currently managed on behalf of the two schools by the infants.	JR in discussion with CB	24/05/19	If agreement is obtained to merge similar duties and manage them in one school the second half of the summer term will be an excellent opportunity to trial this.

Strategic Plan 2018-19

Priority 2:1 Writing (Federation)

Context: After 3 years of assessment using the “new” standards leaders and teachers in Years 2 and 6 have a very clear understanding of the assessment criteria and how to use this to enable pupils to reach the expected standard and greater depth. They have attended a wide range of moderation and agreement trailing sessions during this time and their judgments have been consistently verified by colleagues in other schools and AfC personnel. The current Federation writing steps were last reviewed and updated in July 2016. End of Key Stage assessments for the last two years in both key stages have remained broadly similar with a small percentage increase in greater depth in both year groups. Subject knowledge in English is varied across the staff groups in both schools.

Success criteria: Increase end of Key Stage 1 and 2 attainment in writing (expected and greater depth) over the next 2 years by securing better progress year on year. Teachers’ PM target 1: At least 80% of pupils will be at assessed as working within age related expectations by the end of this academic year. Those pupils who start the year beyond secure (i.e. greater depth in maths and entering + in reading and writing) will make at least three leaps maintaining their end of key stage projection.
The school targets for the end of Year 2 and 6 in 2019 are 75% and 82% respectively.

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:

Autumn 2018 Evaluation

Report completed and circulated January 17th 2019 (Standards, Teaching and Learning Committee meeting January 24th 2019)

Spring 2019 Evaluation

Report completed and circulated by April 25th 2019 (Standards, Teaching and Learning Committee meeting May 2nd 2019)

Summer 2019 Evaluation

Report completed and circulated to governors at the end of the academic year (via portal).

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 2019

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
<p>To improve the quality of teaching and learning by developing teachers' subject knowledge.</p>	<p>INSET day in September training for all Federation teachers and TAs focused on "Understanding the Writing Journey" and how the school's teaching and assessment fits with the national standards at the end of Year 2 and 6.</p>	<p>DC DC</p>	<p>3.9.19</p>	<p>Activities undertaken in each year group monitoring week will provide evidence to support the evaluation of this plan:</p>
	<p>Joint YGL meetings to include the following:</p> <ul style="list-style-type: none"> • Sharing of books from Steps 1-11. • Planning (and then delivering) INSET sessions focused on: <ol style="list-style-type: none"> 1. The use of pre-prepared models in lessons. 2. Teaching text structure effectively. 3. Review of planned actions and sharing of books. 	<p>DC HC YGLs</p>	<p>Every 3rd week</p>	<ol style="list-style-type: none"> 1. Lesson observation of each class teacher. 2. Work sampling. 3. Review of planning (on-going by YGL team).
	<p>YGLs to lead planning of English in PPA meetings for this term to ensure that staff have a clear understanding of how step appropriate models should be used in lessons.</p>	<p>Junior YGLs</p>	<p>Sept</p>	<p>YGL "pop ins" during the term will provide further evidence.</p>
	<p>SST to agreed standard procedures for work sampling in English to be used in monitoring weeks throughout the year. Feedback form to include specific reference to this improvement priority.</p>	<p>SST</p>	<p>Oct Dec</p>	

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
	All teachers to be observed teaching writing this term.	SST	See monitoring week timetables	

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
	End of term monitoring activity (1 day): review a cross section of English books from Years 1-6.	DC	December	Report to be produced for SST to provide evidence for end of term evaluation of the work plan and support the planning of actions for Spring term 2019.

Work Plan Spring Term 2019

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To improve the quality of teaching and learning by developing teachers' subject knowledge.	INSET day in January: Junior staff to discuss how to further improve Steps 5-11 so that they provide the best framework for progression from the end of Key Stage 1 to the end of Key Stage 2. National frameworks have now been finalised after 3 years and the end of Key Stage National TAFs (teacher assessment frameworks) will be used from this point forward to make end of key stage assessments.	DC	7.1.19	Activities undertaken in each year group monitoring week will provide evidence to support the evaluation of this plan: <ol style="list-style-type: none"> 1. Work sampling. 2. Learning walk. 3. Review of planning (on-going by YGL team). YGL "pop ins" during the term will provide further evidence.
	Infant YGLs to rewrite steps 1-6, plus write a pre-KS step, ensuring an equal weighting on all aspects of writing and demonstrating clear progression (e.g. offering graduated approach to learning conjunctions and CEWs). New steps to be shared with teaching staff.	YGLs	8.1.19	End of term progress data demonstrates that each cohort has made better progress since September 2018 than they did in the same two terms in 2017-18.
	Subject leader to collate information and republish steps.	DC	4.3.19	
	Further INSET session to focus on step progression at text level and composition and effect. New end of KS1 expectations to be explored in more depth with Debbie Thomas to ensure that expectations for end of KS (especially at greater depth) are fully understood and work is planned accordingly	DC DCh, HC	January 2019	

Work Plan Summer Term 2019

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To improve the quality of teaching and learning by developing teachers' subject knowledge.	Final Federation evaluation activity planned for the end of the summer term to further develop teachers understanding of ARE expectations at the end of each year group.	DC YGLs	July 2019	

Strategic Plan 2018-19

Priority 2:2: Reading (Infant school)

Context:

From a starting point of 75% achieving GLD, 39% of children have not reached the expected standard in reading at the end of Year 1. Historically children in the Infant School have outperformed in writing compared with reading. The teaching of reading has focused on guided reading, with strategies and practice being embedded throughout the school over the past two years. When evaluating SAP priority 2.1 (2017-18), direct teaching of reading for each individual pupil amounts to 20-30 minutes per week. During the academic year 2017/18 a structured approach to reading in Reception was introduced. A core scheme (ORT) was used alongside a decodable phonic reader for individual and guided reading. The daily phonics teaching and learning of common exception words were linked in with the reading scheme ensuring children were consolidating words and sounds introduced by the core book. A total of 98 children reached expected or above in reading a rise of 19 pupils from the previous year. Given this increase, a structured approach should continue in Reception and extend into Year 1 to increase the number of children achieving the expected level at the end of Year One.

Success criteria: 80% of children across EY and KS1 will reach the expected standard in reading by the end of the year.

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:

Autumn 2018 Evaluation

Report completed and circulated January 17th 2019 (Standards, Teaching and Learning Committee meeting January 24th 2019)

Spring 2019 Evaluation

Report completed and circulated by April 25th 2019 (Standards, Teaching and Learning Committee meeting May 2nd 2019)

Summer 2019 Evaluation

Report completed and circulated to governors at the end of the academic year (via portal).

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 2019

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To develop teachers' understanding of reading development, especially within the early stages	Training in the development of reading: What does the reading journey look like? – investigate twilight session with CLPE Develop teachers' understanding of the process by which children learn to read (especially in the early stages)	HC	October	Observation of reading within Monitoring Weeks (learning walk, English lesson)
	Power of Reading training – develop and embed existing practice	MdGW	27.9.18 (1 st session)	
To ensure decoding and the development of fluency are at the heart of teaching the early stages of reading	Continue structured approach to teaching reading in Reception	JC	September	Structured reading scheme to replace/supplement book bands for emergent readers (Reception, majority of Year 1, LA in Year 2)
	Audit of current reading books available for individual and guided reading in Year 1	GD	September	
	Supplement reading books (especially for Year one) to ensure books follow a structured approach (introduction of phonics and CEWs)	GD	September October	Reading steps will be written in accordance with better understanding of the development of early reading – clear focus on developing fluency, before comprehension
	Rewrite reading steps, reducing focus on comprehension in early steps and reemphasising fluency and decoding.	Infant YGLs, KB	25.9.18	
Training for EY staff: CLPE Phonics in a Reading Rich Curriculum – cascaded to all staff – ensure that phonics teaching is contextualised	AB	8.10.18		

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To increase opportunities across the week for the teaching of reading	Pilot an enhanced approach to guided/group reading time in Year 1	HC/GD	September	1-1:30 daily up to 5 additional members of staff join each Year 1 class to support with guided reading time
	Invite TAs and other available staff members (SST, office staff: see list) to join Year 1 for daily reading time	HC	September	Evaluate pilot in terms of progress/logistics end of Autumn Term
	Training to be offered to non-teaching staff on delivering a regular guided reading session	GD	27.9.18	Observation of reading within Monitoring Weeks (learning walk, English lesson)
	Target group in Year 2 to be identified (children not made expected standard but not SEN); DC to be released to work with this group to make accelerated progress (NW to cover)	DCh	November/December	
	English planning to be analysed, looking for opportunities to increase children's reading opportunities (e.g. children reading own copy or enlarged copy of class texts)	HC/YGLs		
	Encourage at least 3x daily reading to children (snack time, story time, English lesson, assembly) – as an opportunity for language development/vocabulary extension and comprehension.	HC/MB	20.9.18 GD to discuss with team	Informal monitoring and conversations to establish how frequently this is happening

Work Plan Spring Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To develop teachers' understanding of reading development, especially within the early stages	Training in the development of reading: What does the reading journey look like? – investigate twilight session with CLPE Develop teachers' understanding of the process by which children learn to read (especially in the early stages)	HC	7.1.19	Observation of reading within Monitoring Weeks (learning walk, English lesson) to identify that planning and teaching targets appropriate and specific aspects of reading.
	English Team to meet to identify next actions following CLPE training.	GD/CW/ CB	w/b 14.1.19	
	Power of Reading training – develop and embed existing practice	MdGW		
To ensure decoding and the development of fluency are at the heart of teaching the early stages of reading	Continue structured approach to teaching reading in Reception and Year 1			YGL to report to SST on operation and impact of structured approach
To increase opportunities across the week for the teaching of reading	Pilot an enhanced approach to guided/group reading time in Year 1	HC/GD	April 2019	1-1:30 daily up to 5 additional members of staff join each Year 1 class to support with guided reading time Evaluate pilot in terms of progress/logistics end of Spring Term Observation of guided reading groups within Monitoring Week
	Invite TAs and other available staff members (SST, office staff: see list) to join Year 1 for daily reading time Training to be offered to non-teaching staff on delivering a regular guided reading session	GD	January 2019	

Work Plan Summer Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To develop teachers' understanding of reading development, especially within the early stages				
To ensure decoding and the development of fluency are at the heart of teaching the early stages of reading				
To increase opportunities across the week for the teaching of reading				

Strategic Plan 2018-19

Priority 3:1: Junior school reward system

Context: The “purple pound” reward system introduced in 2016-17 was reviewed using a staff survey in summer 2018. Feedback from teachers consistently expressed the view that the school’s system needed to contribute to both individual and house team rewards. The use of badges/bands that children can wear with pride has proved to be a successful motivator in other areas of the school’s work (times table challenge and attendance). Monitoring of rewards charts and outcomes in books in the last 2 years indicate that there are still some inconsistencies in the number of rewards that children receive in different classes in the school.

Success criteria: All informal and formal evidence demonstrates that children’s behaviour is consistently good or better in all parts of the school.

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 priority in July 2019 by Pupil Voice group.

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 2018 Evaluation

Report completed and circulated January 17th 2019 (Standards, Teaching and Learning Committee meeting January 24th 2019)

Spring 2019 Evaluation

Report completed and circulated by April 25th 2019 (Standards, Teaching and Learning Committee meeting May 2nd 2019)

Summer 2019 Evaluation

Report completed and circulated to governors at the end of the academic year (via portal).

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 2019

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To ensure that the rewards system is used consistently across the school to engage and motivate pupils in their learning.	Priority lead to organise all the resources and information needed to support the implementation of the new system: accessed via staff handbook and teacher drive.	HL	July	All resources and information in place and easily accessible to staff.
	Staff, children and parents informed of the new system (Heathfield pounds replace house points) at the start of the Autumn term (INSET, whole school assembly and newsletter).	HL	September	Consistent reward and sanctions charts in use in all classes.
	Relevant section on school's website updated.	CM	September	Review of "pop in" feedback forms at YGL meeting (once a half term) demonstrate that staff are making effective use of the system.
	Half term audit of selection of reading journals in each class.	DC & HL	On-going	Audits demonstrate that there is consistency across the school in the awarding house points.

Strategic Plan 2018-19

Priority 3:2: Infant School Attendance

Context: Attendance for 2017/2018 in the Infant School was 94.69% which continues to be lower than the expected 95+%. The rate of persistent absence was 13.6% which is higher than the national figure of 10%. Further breakdown of attendance data shows that Reception attendance figure was 93.54% and PA figure of 20%. Year 1 attendance 94.89% and PA figure 16%.

Success criteria: Attendance rate will improve to 95 +%. PA rate will decrease to 10%. Parents will be kept informed throughout the year of their child's attendance rate. Information about impact of poor attendance will be shared with parents. Incentives will be given for improving attendance in EYFS.

Monitoring activities: Identified PA children will be monitored. Work alongside the EWS to review half termly absence returns.

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 2018 Evaluation

Report completed and circulated January 17th 2019 (Standards, Teaching and Learning Committee meeting January 24th 2019)

Spring 2019 Evaluation

Report completed and circulated by April 25th 2019 (Standards, Teaching and Learning Committee meeting May 2nd 2019)

Summer 2019 Evaluation

Report completed and circulated to governors at the end of the academic year (via portal).

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 2019

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
<p>To increase Reception attendance to 94.5% and overall school attendance to 95%+</p>	<p>Generate a list of children who attended Heathfield Nursery whose attendance was lower than 90% at the end of the academic year. Arrange a meeting with parents – addressing attendance, within 2 weeks of starting school.</p> <p>Monitor the attendance of Reception pupils and meet with parents as soon as attendance falls below 90%</p> <p>Letters will be sent to all parents of PA children explaining that any absence will be not be authorised unless medical proof can be provided.</p>	<p>MB/JF</p>	<p>Sept 2018</p>	<p>Regular meetings, reports and updates will track cohorts and individuals and respond to the information provided.</p> <p>All relevant staff will be engaged and informed and able to apply strategies to support this priority. This will be evidenced at progress meetings as well as through informal observations.</p>
	<p>All PA children will be referred to EWS. PA children from last year will</p>	<p>MB/EWS</p>	<p>Oct 18</p>	

	<p>automatically attend a legal attendance meeting (LAM) organised by EWS.</p> <p>Attendance/illness to be discussed during 'Meet the Teacher' meetings.</p> <p>Write to the parents of children in Reception introducing the school nurse, explaining her role and how to manage childhood illnesses.</p> <p>Early Years Team will devise an appropriate incentive scheme to reward good attendance.</p>	<p>All Staff</p> <p>MB</p> <p>JC</p>	<p>Nov 18</p> <p>Oct 18</p> <p>Sept 2018</p>	<p>Weekly attendance figures will be shared at Friday assembly.</p>
--	---	--------------------------------------	--	---

Work Plan Spring Term 2019

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To appoint a family liaison worker to work with the persistently absent pupils and their families.	HC to appoint and induct a family liaison worker as part of the safeguarding team. Family Liaison worker will work closely with JF to identify and build a relationship with families where there is persistent absence.	HC	Jan 2019	

Work Plan Summer Term 2019

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To appoint a family liaison worker to work with the persistently absent pupils and their families.				

Strategic Plan 2018-19

Priority 4: PPG and vulnerable pupils

Context: Narrowing the gap is an on-going challenge across the Federation. In Reception in 2018 the percentage of PPG pupils attaining GLD was 2% higher than the figure for all pupils. Results in Year 1 phonics showed a narrower gap (3%) than the previous year and this reflects the difference in composition of the two cohorts. At the end of Key Stage 1 there was a significant gap between the 2 groups both in individual subjects and combined. The percentage of PPG pupils in Year 2 is significantly lower than throughout the rest of the school and over a third of the group have additional educational needs. Since the introduction of higher standards at the end of Key Stage 2 a gap between those pupils in receipt of PPG and those who are not has emerged both within individual subjects and in reading, writing and maths combined. Results in each subject for PPG pupils were broadly similar to last year with a larger gap in maths owing to a significant increase in the percentage of pupils achieving the expected standard in the non PPG group.

Success criteria: Progress for PPG pupils is broadly similar with non PPG pupils at each measurement point. The percentage of PPG pupils working within age related expectations in July 2018 is higher than in July 2019 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:

Autumn 2018 Evaluation

Report completed and circulated January 17th 2019 (Standards, Teaching and Learning Committee meeting January 24th 2019)

Spring 2019 Evaluation

Report completed and circulated by April 25th 2019 (Standards, Teaching and Learning Committee meeting May 2nd 2019)

Summer 2019 Evaluation

Report completed and circulated to governors at the end of the academic year (via portal).

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 2019

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
<p>To increase the percentage of PPG/vulnerable 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>Appoint Federation PPG champion.</p>	<p>AH</p>	<p>July 2018</p>	<p>The PPG percentage of pupils in each cohort making expected or better progress in the first term is higher than for the same cohort in December 2017 (see Attainment and Progress Report December 2018).</p>
	<p>Evaluate 2017-18 strategy using end of year data.</p>	<p>AH & CM</p>	<p>July 2018</p>	
	<p>All PPG children's data for reading, writing and maths to be tracked on a PPG register.</p>			
	<p>Share July 2018 PPG/Non PPG attainment and progress data with staff.</p>	<p>AH</p>	<p>INSET day Sept 2019</p>	
	<p>Draw up "PPG Top Tip list" based on successful strategies used by staff across the Federation to raise attainment and progress of PPG/vulnerable pupils.</p>	<p>Teachers</p>		
	<p>All teachers to identify 3 PPG/vulnerable pupils (LA, MA and HA) as a focus/benchmark for Autumn term.</p>			
<p>PPG Champion to attend PPA meetings twice in Autumn Term:</p> <ul style="list-style-type: none"> • October (complete trackers) • December (analyse and review PPG data). 	<p>AH</p>	<p>Oct Dec</p>		
<p>PPG Champion to attend YGL progress meetings to review this section of YGL initial reports for SLT.</p>	<p>AH</p>	<p>Nov</p>		

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
<p>To increase the percentage of PPG/vulnerable 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>Appoint Federation PPG champion.</p> <p>Evaluate 2017-18 strategy using end of year data.</p> <p>Share July 2018 PPG/Non PPG attainment and progress data with staff.</p> <p>Draw up “PPG Top Tip list” based on successful strategies used by staff across the Federation to raise attainment and progress of PPG/vulnerable pupils.</p> <p>.</p>	<p>AH</p> <p>AH & CM</p> <p>AH</p>	<p>July 2018</p> <p>July 2018</p> <p>INSET day Sept 2019</p>	<p>The PPG percentage of pupils in each cohort making expected or better progress in the first term is higher than for the same cohort in December 2017 (see Attainment and Progress Report December 2018).</p>

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
<p>To increase the percentage of PPG/vulnerable 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>Evaluate 2017-18 strategy using end of year data.</p>	<p>AH & CM</p>	<p>July 2018</p>	<p>The PPG percentage of pupils in each cohort making expected or better progress in the first term is higher than for the same cohort in December 2017 (see Attainment and Progress Report December 2018).</p>
	<p>All PPG children's data for reading, writing and maths to be tracked on a PPG register.</p>	<p>AH</p>	<p>On going</p>	
	<p>All teachers to identify 3 PPG/vulnerable pupils (LA, MA and HA) as a focus/benchmark for Autumn term.</p>	<p>Teachers</p>		
	<p>PPG Champion to attend PPA meetings twice in Autumn Term:</p> <ul style="list-style-type: none"> • October (complete trackers) • December (analyse and review PPG data). 	<p>AH</p>	<p>Oct Dec</p>	
	<p>PPG Champion to attend YGL progress meetings to review this section of YGL initial reports for SLT.</p>	<p>AH</p>	<p>Nov</p>	

Work Plan Spring Term 2019

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
<p>To increase the percentage of PPG/vulnerable 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>New appointment of experienced teacher from January 2019 who will support the PPG/vulnerable pupils in the following ways:</p> <ul style="list-style-type: none"> • By providing daily teaching support for the pupils in the SEMH hub (majority are PPG) as recommended in the AfC review in November 2018. • By assuming the role of the Extended Schools Coordinator to ensure that this group of pupils are provided with the full range of enrichment activities as outlined in the objectives of the PPG strategy 2018-19. 	NK	Jan 2019 On going	<p>PPG pupils across the Federation to make expected and better than expected progress in reading, writing and maths. Predicted outcomes for Year 6 (based on their progress in this term) continue to demonstrate an increase on 2018 figures and as a result a narrowing of the gap between the PPG and non PPG groups.</p>
	<ul style="list-style-type: none"> • PPG champion to attend all progress meetings and discuss with each YGL pupils who have not made expected progress in the Autumn term. 	AH	Jan 2019	
	<ul style="list-style-type: none"> • Appoint a SALt from the Magic Wands company to work in Reception to focus on closing the word gap (work with pupils and training for staff). 	JC	By Feb half term	

Work Plan Summer Term 2019

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To increase the percentage of PPG/vulnerable 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.	New Actions to be identified by PPG Co-ordinator			

Strategic Plan 2018-19

Priority 5: Early Years

Context: Historically children achieving or exceeding the expected level at the end of Nursery and Reception is significantly lower in reading and writing than in other areas, making this a limiting factor in the number of children achieving GLD. In 2018, 75% of children in Reception achieved the expected level in writing and 77% in reading, compared with 94-96% of children in 8 of the other 12 strands. 2018 results also show a gender gap (67.2% of boys achieved GLD, compared with 81% of girls) with performance in reading and writing being key to this. A significant number of children enter Heathfield Nursery and Reception with a low level of language making this a key area for development.

For there to be a greater focus on language development across the curriculum, the role of the Early Years Practitioners will be developed throughout Nursery and Reception. This will enable each EYP to develop their expertise and take a lead on a particular strand in terms of assessing, planning and resourcing.

Success criteria:

80% of children will achieve GLD by the end of Reception 2019. There will be no significant gap between the achievement of PPG and non-PPG children. The gender gap in the GLD at the end of Reception will have reduced to 5% or less. Class teachers in Nursery and Reception will have a greater focus on reading, writing and language development. EYPs will be able to demonstrate greater understanding of assessment and planning within their key area and will have ownership of this area across the year group. There will be clear evidence that assessment and observation drives provision and curriculum planning in all areas.

Monitoring activities:

Planned programme of monitoring activities: planning, lesson observations (which will focus on language use and questioning), “pop ins”, learning walks, work sampling, pupil progress meetings, analysis of data (see schedule for current term).

NB Baseline assessments will be completed by 9.11.18

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 2018 Evaluation

Report completed and circulated January 17th 2019 (Standards, Teaching and Learning Committee meeting January 24th 2019)

Spring 2019 Evaluation

Report completed and circulated by April 25th 2019 (Standards, Teaching and Learning Committee meeting May 2nd 2019)

Summer 2019 Evaluation

Report completed and circulated to governors at the end of the academic year (via portal).

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 2019

Work Plan Autumn Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To ensure that all working in EY have a clear understanding of how data and regular assessment can be used to improve practice	In-house training on how to understand and utilise data across all strands	MB/JC/VE	November 2018	YGL to report to SST Termly meeting to moderate outcomes in writing.
	Deeper analysis of gender gap in 2018 cohort to establish whether it was consistent across all areas	JC	September 2018	
	Training on most effective use of Tapestry as a recording and tracking tool	MB	November 2018	
	List of “buzz words” for most effective use of Tapestry	VE	September 2018	
	Increase opportunities for agreement trialling and moderation activities for EY Team	EY Team	December 2018	
To develop the expertise of the Early Years Practitioners and their effective deployment	Clearly identify the strand each EYP will focus on and allow daily time to plan, gather resources and develop an overview of provision for this particular strand across Reception Reflection/preparation time for each EYP (individually and as a team) – daily 12:30-1:00. NB weekly use of a reflection tool, as a team.	JC/VE	September 2018	Work plan shared with SST and EY Team so that all EYPs know their focus area
	<i>SST to provide time (when children are in school fulltime)</i>	JC/VE to lead	September 2018	
		JC	September	

	<p>Review of EY timetable to ensure the children's needs are met and the curriculum is covered in a way that is flexible and best serves the needs of the children</p> <p>Focus children to be identified each week ensuring all areas of their learning is captured. All staff to observe, assess, plan and challenge for each individual child via planning in the moment (see below)</p> <p>All EYPs and teachers in EY to attend Early Years Conference on Learning through Imagination and Creativity</p> <p>Implement 'Planning in the Moment' across the Reception classes to ensure that the children are deeply engaged in their learning and developing their own autonomy.</p> <p>Revise job descriptions for EYPs to reflect their new role</p> <p><i>NB Spring Term – support for EYPs on report writing in preparation for end of year reports – Early Years Meeting</i></p>	<p>JC</p> <p>EY Team</p> <p>JC and EY Team</p> <p>MB/JR</p>	<p>2018</p> <p>September 2018</p> <p>4.9.18</p> <p>September 2018</p> <p>October 2018</p>	<p>Record sheet to be kept for each child for one week during the term, capturing key moments through annotations/assessments</p> <p>Planning in the moment to be evident as a key strategy during monitoring activities</p> <p>New job descriptions in place to reflect new role – do we have these?</p>
<p>To develop the language skills of all children within Early</p>	<p>EY Team to be given time to read "Why Closing the Word Gap Matters" (Oxford Language Report)</p>	<p>EY Team</p>	<p>September 2018</p>	

Years in order to increase the number of children reaching the expected standard at the end of Reception.	Training in best use of language/ best adult :child interactions to maximise language development with <i>further actions to follow from this</i>	Debbie Thomas/ Helen Gillespie	October 2018	Notes of visit to clearly identify next steps for EY Team
	Training in key aspects of early reading, writing and language development	Debbie Thomas/ Helen Gillespie	October/ November 2018	Notes of visit to clearly identify next steps for EY Team
	Opportunity to audit current provision, including continuous provision, to ensure it reflects best practice in language development	JC/VE MB/HC	Progress Week - EY	Monitoring Week summary report and lesson observations/learning walks to identify opportunities for language development

Work Plan Spring Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
To ensure that all working in EY have a clear understanding of how data can be used to improve practice	Helen Gillespie to support the evaluation of the EY action plan through observation and discussion with practitioners	HC	7.2.19 4.3.19	HG to write a report summarising findings and advising next steps
	EY team to continue to attend agreement trialling and moderation activities	JC		Termly meeting to moderate outcomes in writing.
To develop the expertise of the Early Years Practitioners and their effective deployment	EYPs to continue to be given time each day to plan, gather resources and develop an overview of provision for their particular strand across Reception	JC/VE	Ongoing	Each area to be evident within the continuous provision during monitoring activities
	Reflection/preparation time for each EYP (individually and as a team) – daily 12:30-1:00. NB weekly use of a reflection tool, as a team.	JC/VE to lead sessions	Ongoing	Brief summary of discussion, including record of reflection tool used.
	Reallocate focus children and identify areas for further development, based on baseline and end of Autumn term assessments. All staff to continue to observe, assess, plan and challenge for each individual child via planning in the moment. NB focus early in the term on children with SEND/not expected to make GLD to plan specifically to meet their needs.	JC	January 2019	Record sheet to be kept for each child for one week during the term, capturing key moments through annotations/assessments
Embed 'Planning in the Moment' across the Reception classes to	JC	January 2019	Planning in the moment to be evident as a key strategy during	

	<p>ensure that the children are deeply engaged in their learning and developing their own autonomy.</p> <p>Revise job descriptions for EYPs to reflect their new role</p> <p>Create questionnaire to evaluate the effectiveness of the new EYP role and evaluate provision across all strands.</p>	<p>JR</p> <p>JC/HC</p>	<p>February 2019</p> <p>31.1.19</p>	<p>monitoring activities</p> <p>New job descriptions in place to reflect new role – do we have these?</p> <p>Analysis of questionnaires</p>
<p>To develop the language skills of all children in Early Years. To increase the number of children reaching the expected standard at the end of Reception.</p>	<p>Opportunity to audit current provision, including continuous provision, with a specific focus on ensuring it reflects best practice in language development</p> <p>Recruit and develop the role of a Speech and Language Therapist (SaLT) to work within Reception (focus: PPG, SEND, vulnerable)</p>	<p>HC/HG/JC/VE</p> <p>AH/HC/JC</p>	<p>Monitoring week (4.3.19)</p> <p>February 2019</p>	<p>Notes of visit to clearly identify next steps for EY Team (HG)</p> <p>Reports of learning walks and observations</p> <p>Monitoring Week summary report and lesson observations/learning walks to identify opportunities for language development</p> <p>Baseline and midway assessments of children working with SaLT</p>

Work Plan Summer Term 2018

Objective	Actions/CPD	Lead Person	Date	Monitoring of intended outcomes
<p>To ensure that all working in EY have a clear understanding of how data can be used to improve practice</p>				
<p>To develop the expertise of the Early Years Practitioners and their effective deployment</p>				
<p>To develop the language skills of all children in Early Years. To increase the number of children reaching the expected standard at the end of Reception.</p>				