




Hayeswood First School

School Action Plan 2018-2019

Signed:  Date: 5.11.18
Headteacher

Signed: S Golding Date: 5.11.18
Chair of Academy Committee

Signed: Liz West  Date: 5.11.18
Chief Executive

Hayeswood First School

School Action Plan 2018-19

RAG status rating:

White: Not started
 Red: Not achieved, past deadline
 Amber: In process
 Green: Achieved

Priority 1: Teaching and Learning
TAP links: 1.1.1, 1.1.2, 1.1.4, 1.2.2, 1.2.4, 1.2.5

Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic) Impact?	Monitoring	Resources Costs	Status
	1.1.4. Implement focused 360 assessments on selected individual pupils whose progress is not as expected and cannot easily be explained	Dec 2018	SENDCo	November 2018 - 360 assessments in place for selected pupils Smaller progress steps identified	July 2019 360 approach reviewed and evaluated. 100% of pupils included making measurable steps of progress.	HT SLT AC	SENCO time	
	1.1.5 Use the pre KS1 assessment framework to evidence KS1 pupil achievement for all those working well below ARE	From Dec 2018	KS1 staff SENDCo	Dec 2018 - Identified set of pupils confirmed	July 19 100% of identified pupils show progress against PKS standards 1 to 4	SLT	SENCO time	
	1.1.6 Review assessment procedures for foundation subjects and link more robustly to subject leader monitoring to enable children to be tracked and targeted. Ensure that appropriate differentiation is used to raise attainment for less able children.	From Nov 2018	SLT Foundation subject leads	Dec 2018 – All staff clear on updated system and paperwork in place. Assessments have been made and subject leads have monitored	July 19 Further assessments made and monitored. Subject leaders overview shows progress and record of what has been done to address areas for development	Foundation subject leads SLT	Release time for SLs	
1.2 To sustain high quality teaching and learning across the school	1.2.1 Ensure that there is a clearly understood and agreed definition of QFT, shared by all teaching and support staff	July 2019	SLT Subject leads Class teachers	Dec 2018 90% of staff understand whole school approach to QFT. Include: Working walls including vocabulary displayed. Use of cue cards	July 2019 100% of staff across both schools understand and use agreed QFT definition that includes *agreed set of non-	HT AC	Staff meeting time SLT time	

				to aid those who find getting started on tasks / are slow, difficult. Mar 2019 90% of staff across both CFS and HFS understand and share agreed definition	negotiables *expectations for disadvantaged *wave 1 intervention			
	1.2.2 Ensure that interventions at wave 2 and 3 effectively complement wave 1 and QFT, leading to maximised progress for all targeted pupils	July 2019	SENDCo Class teachers Support staff	Dec 2018 Revised personalised plans and intervention trackers detail only wave 2 and 3 interventions	July 2019 100% of intervention trackers show impact for targeted pupils as a result of wave 2 / wave 3 interventions	SLT AC		
	1.2.3 Continue to develop an interconnected curriculum framework that addresses sequential and transferable learning (vertical, horizontal, diagonal)	July 2019	SLT Subject leads Class teachers	March 2019 100% of Schemes of work audited for connectedness and relevance in each school - clear actions identified for curriculum adjustments to maximise impact of composite learning	July 2019 Adjusted schemes of work in place for implementation from September 2019 Appropriate balance of skills and knowledge	HT AC	Staff meeting time	
	1.2.4 Ensure that English skills are used and applied consistently across the wider curriculum	July 2019	English lead Subject leads Class teacher	Dec 2018 Book scrutinies and subject leader monitoring confirms consistent application of non-negotiables in writing across different subject areas in at least 80% of sampled books Mar 19 as above in 90% of sampled books	July 2019 100% of sampled books confirm consistent application of non-negotiables.	SLT AC	Monitoring time	
	1.2.5 Differentiation is a clear focus for teaching and learning across all subjects.	July 2019	Subject leads class teachers	Dec 2018 Stepped success criteria in place in 100% of classrooms	July 2019 100% of children maximise achievement as a result of their active response to effective stepped success criteria (linked to growth	SLT AC	Monitoring time	

				Mar 2019 At least 80% of pupils are effectively 'self-challenging' as a result of the above	mindset approach).			
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Priority 2: English TAP links: 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.5, 4.5.1								
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic) Impact?	Monitoring	Resources Costs	Status
2.1 To further develop a consistent approach to assessment across the school in English.	2.1.1 Ensure that the English tracker is adapted effectively and used to inform teachers in identifying and closing gaps in pupils' skills and knowledge.	July 2019	English lead	December 2018 - writing and reading trackers reviewed and adapted April 2019 - spelling tracker reviewed and adapted	July 19 100% of staff to demonstrate secure knowledge of En curriculum and can identify skills gaps	SLT AC	SL time	
	2.1.2 Moderate judgements in English across CFS and HFS in advance of selected data drop points throughout the year	From Oct 2018	English lead	Autumn 2018 At least 80% of core subject judgments are agreed at joint moderation Spring 2019 At least 95% of core subject judgments are agreed at joint moderation	July 2019 100% of core subject judgments are agreed at joint moderation	SLT AC		
	2.1.3 Use Trust agreed ARE and GD exemplification to inform teaching and learning / moderation	July 2019	English lead	March 19 - 100% of staff clear on ARE exemplification June 19 - 100% of staff clear on GD exemplification	July 19 100% of staff confident in using WAT exemplification materials to confidently assess EoY outcomes.	SLT	£300 additional SL time	
2.2 To further improve the quality of teaching and learning in reading across the school.	2.2.1 To ensure that QFT includes a strong focus on learning, recalling and applying key vocabulary appropriate to pupils' ages, stages of development the subject and	July 2019	SLT English lead EYFS lead	Feb 19 - 100% of staff are clear on key elements of Trust-wide vocabulary strategy. Includes EYFS. May 19 - 100% of staff	July 2019 100% of pupils will have access to age and curricular appropriate vocabulary and engage in use application and active recall of this	HT AC		

	context.			apply vocabulary strategy to their own classroom practice.	vocabulary in their learning.																					
	2.2.2 To develop and embed whole class guided reading in KS2 as a key strategy to further improve the quality of teaching and learning of reading	July 2019	English lead	Dec 18 - 100% of KS2 teachers to have engaged together across both schools to review impact of WCGGR at HFS Apr 19 - 100% of KS2 classes implementing whole class guided group reading (WCGGR)	Jul 19 100% of KS2 pupils on track to meet flightpath in reading by EoY.	SLT AC	Monitoring time																			
	2.2.3 To ensure that provision for reading addresses all key points arising from the Bold Beginnings Report.	July 2019	English lead EYFS lead	Mar 19 In-school audit of reading provision completed. 100% of reading teaching makes appropriate provision in line with a synthetic phonic approach.	Jul 19 100% of additional reading resources are procured in line with audit recommendations.	SLT AC	monitoring time																			
	2.2.4 To continue to focus on independent writing opportunities in EYFS and collection of evidence to indicate attainment and progress	July 2019	English lead EYFS lead	Mar 19 100% of pupils are accessing opportunities for independent writing in the EYFS classroom	Jul 19 Evidence supports judgments of attainment and progress for 100% of pupils in EYFS	SLT AC	monitoring time																			
2.3 Narrow / eradicate gaps in English by targeting key groups showing potential to accelerate using 'target setting grid' approach.	Target setting via PM cycle Oct 2018 Reviewed March and July 2019	Termly progress review meetings Nov 17, Feb 18, May 18.	Class teachers English lead	Feb 19 At least 50% of identified pupils show progress towards achieving accelerated outcomes	% of pupils identified with potential to make 'above FP progress' in En <table border="1"> <thead> <tr> <th></th> <th>Re</th> <th>Wr</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>Y1</td> <td>7%</td> <td>7%</td> </tr> <tr> <td>Y2</td> <td>13%</td> <td>13%</td> </tr> <tr> <td>Y3</td> <td>0</td> <td>3%</td> </tr> <tr> <td>Y4</td> <td>3%</td> <td>6%</td> </tr> </tbody> </table>		Re	Wr	EYFS	17%	17%	Y1	7%	7%	Y2	13%	13%	Y3	0	3%	Y4	3%	6%	SLT		
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Priority 3: Mathematics TAP links 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 4.1.1, 4.1.2								
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic) Impact?	Monitoring	Resources Costs	Status
3.1 To further develop a consistent approach to assessment across the school in Maths	3.1.1 Ensure that the WAT maths tracker is used effectively to inform teachers in identifying and closing gaps in pupils' skills and knowledge.	July 2019	Maths lead	Dec 2018 At least 80% of pupils are on track to achieve flightpath Mar 19 At least 90% of pupils are on track to achieve flightpath	July 19 100% of staff to demonstrate secure knowledge of Ma curriculum and can identify skills gaps 100% of pupils on track to achieve flightpath outcomes by EoY.	SLT AC	monitoring time	
	3.1.2 Moderate judgements in maths across CFS and HFS in advance of selected data drop points throughout the year	From Oct 2018	English lead	Autumn 2018 At least 80% of core subject judgments are agreed at joint moderation Spring 2019 At least 95% of core subject judgments are agreed at joint moderation	July 2019 100% of core subject judgments are agreed at joint moderation.	SLT AC	staff meetings / moderation time	
	3.1.3 Use Trust agreed ARE and GD exemplification to inform teaching and learning / moderation	July 2019	Maths lead	March 19 - 100% of staff clear on ARE exemplification June 19 - 100% of staff clear on GD exemplification	July 19 100% of staff confident in using WAT exemplification materials to confidently assess EoY outcomes.	SLT		
3.2 To further improve the quality of teaching and learning in mathematics	3.2.1 To prepare KS2 pupils for new assessment of times tables knowledge	July 2019	Maths Lead KS2 teachers	March 2019 80% of KS2 pupils are making rapid progress in committing tables facts to long term memory, as confirmed by agreed practice test outcomes.	July 19 100% of pupils have made progress in committing tables facts to long term memory, as confirmed by agreed test practice outcomes.	SLT	staff meetings / moderation time	

	3.2.2 To ensure KS2 pupils are fully prepared for EoY TestBase maths tests	July 2019	Maths Lead KS2 teachers	Feb 2019 100% of QFT includes opportunities for pupils to practice answering test style Qs, to reflect and review their responses and to make improvements.	July 19 100% of pupils' test scores reflect their flightpath. TA and test scores are consistent.	SLT	staff meetings / moderation time											
	3.2.3 To continue to participate in Teacher Research groups in mathematics to develop and enhance pedagogy in key selected year groups.	July 2019	EYFS KS1/2 teachers	Feb 2019 100% of lesson observation and monitoring evidence confirms that TRG learning is impacting on pedagogy	July 2019 100% of pupils on track to achieve EoY flightpath outcomes	SLT	Funded for Y3/4 £1000 for EYFS release											
	3.2.4 To work in partnership with Trust colleagues to continue teacher research in EYFS mathematics, ensuring that foundation stage maths teaching and learning benefits fully from a mastery approach.	July 2019	EYFS teaching staff	Feb 2019: 100% of mathematical learning sampled demonstrates some evidence of a mastery approach in mathematics; May 2019: 100% of support staff have attended mastery CPD.	July 2019 Impact of TRG is evident across a range of learning from 100% of sampled pupils.. Impact of CPD is evident within classroom practice in 100% of lessons and with 100% of EYFS staff.	SLT AC	Network meetings											
	3.2.5 To ensure that there is sufficient breadth of evidence to support teacher judgements of GD achievement in mathematics	July 2019	Class teachers	Dec 2018 Book scrutiny 100% of samples confirm evidence base is sufficiently broad and deep to confirm TA judgements	July 2019 100% of TA GD judgements are supported by a broad evidence base confirming GD, including test question responses.	SLT	Monitoring time											
3.3 Narrow / eradicate gaps in Maths by targeting key groups showing potential to accelerate using 'target setting grid' approach.	3.3.1 Target setting via PM cycle Oct 2018 Reviewed March and July 2019	Termly progress review meetings Nov 17, Feb 18, May 18.	Class teachers English lead	Feb 19 At least 50% of identified pupils show progress towards achieving accelerated outcomes Jun 19 At least 75% of targeted pupils show progress towards achieving accelerated outcomes	% of pupils identified with potential to make 'above FP progress' in Ma <table border="1"> <tr> <td>EYFS</td> <td>17%</td> </tr> <tr> <td>Y1</td> <td>10%</td> </tr> <tr> <td>Y2</td> <td>7%</td> </tr> <tr> <td>Y3</td> <td>3%</td> </tr> <tr> <td>Y4</td> <td>12%</td> </tr> </table>	EYFS	17%	Y1	10%	Y2	7%	Y3	3%	Y4	12%	SLT	Monitoring time	
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Priority 4: School Specific: Health and Wellbeing

Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic) Impact?	Monitoring	Resources Costs	Status
4.1 To improve pupils' overall levels of physical fitness	4.1.1 Continue to embed the 'Daily Mile' to ensure that it happens 3 times a week in all classes and is manageable. Take a baseline measure of distance run by each child in a 10 minute period and then check again in July to see if there is an increase in distance	From Sept 2018	PE lead Class teachers	Dec 2018 100% of pupils are accessing Daily Mile 3 times a week. July 2019 At least 80% of pupils demonstrate improved levels of stamina and increased levels of activity in measurable fitness circuit routines	July 2019 100% of pupils engage actively and with enthusiasm in Daily Mile. Pupils have an understanding of the benefits of the Mile and how to improve their fitness levels.	SLT AC		
	4.1.2 Ensure that all PE lessons, not only those led by a specialist PE teacher, result in pupils' challenging themselves to achieve their personal best in terms of fitness	From Sept 2018	PE lead Specialist teacher Class teachers	Dec 2018 At least 70% of pupils are achieving ARE+ in PE according to moderated teacher assessments Mar 2019 At least 80% are achieving ARE+	July 2019 At least 85% are achieving ARE+ 100% of pupils not yet at ARE show measurable steps of progress in terms of fitness	SLT	Specialist teaching already funded £300 for joint assessment PE lead + specialist teacher	
4.2 To maximise opportunities for pupils to learn actively in the outdoor environment	4.2.1 Continue with Forest Schools as part of the curriculum for pupils in EYFS and Y1	From Sept 2018	Forest School Leader	Dec 18 Y1 pupils engage actively with Forest Schools programme July 19 EYFS pupils engage actively with Forest Schools programme	Jul 19 100% of pupils engage with Forest School programme. Positive impact of forest schools on classroom learning behaviours and attitudes confirmed via exit survey for at least 90% of pupils.	SLT Y1/R class teachers	Funding from Sports Grant	

	4.2.2 Continue with Forest School Club for selected pupils in years 2, 3 and 4. 3 cohorts Autumn 18; Spring 19; Summer 19. Pupils targeted are SEND/PPE/other.	From Sept 2018	Forest School Leader	Dec 18 /Mar 19 / Jul 19 At least 90% of targeted pupils engage actively with Forest Schools programme	Jul 19 100% of pupils engage with Forest School programme. Positive impact of forest schools on classroom learning behaviours and attitudes confirmed via exit survey for at least 90% of pupils.	SLT Class teachers	Funding from Sports Grant	
	4.2.3 Provide planned opportunities for pupils in all year groups to learn in the outdoor environment as part of a broad curriculum - school grounds and beyond	From Sept 2018	Class teachers (all years)	Dec 18 / Mar 19 100% of pupils have participated in outdoor learning in two or more subject areas	Jul 19 100% of pupils have participated in outdoor learning across a range of subject areas. 100% of teachers can evidence how outdoor learning has enhanced overall learning for their class/es.	SLT		
4.3 To work on continuing to develop a ‘growth mindset’ approach, thereby promoting active problem-solving and building resilience.	4.2.4 All staff to attend Trust conference linked to PP and Growth mindset. Hold follow up staff meetings to take the concept forward and ensure that all staff are using agreed language with the pupils. Set up a strategy to show whole school understanding of growth mindset and what it looks like at Hayeswood.	From Sept 2018	All staff	Dec 18 Agreed strategy set up and staff using agreed language with pupils in the classroom, lunch hall and in the playground	Jul 19 100% pupils using growth mindset language and using the skills to overcome problems with increased independence.	SLT / SF	Trust conference Staff meetings	