



**HURST PRIMARY SCHOOL**  
**ACTION PLANS**  
**FOR**  
**SCHOOL IMPROVEMENT PLAN**  
**ACADEMIC YEAR 2016 / 2017**



## Glossary of Acronyms

AHT	Assistant Head Teacher(s)	
CPD	Continuing Professional Development	
DH	Deputy Head Teacher	
EYFS	Early Years Foundation Stage	0 – 5 years, Nursery and Reception children.
FSM	Free School Meals	
GLD	Good Level of Development	Expected end of EYFS assessment level.
HT	Head Teacher	
KS1/2	Key Stage 1 / Key Stage 2	
MDS	Mid-day Supervisors	
PP/PP+	Pupil Premium / Pupil Premium Plus	Children who attract additional funding because of social disadvantage/in care or adopted.
PiRA	Progress in reading assessment	Tests that provide standardised scores for reading.
PSR	Problem solving and reasoning	
PUMA	Progress in understanding mathematics assessment	Tests that provide standardised scores for maths.
QA	Quality Assurance	QA activities include lesson observations, scrutiny, pupil progress analysis and pupil views.
SATs	Standard Assessment Tests	
SEF	Self Evaluation Form	Where all schools record key judgements about their overall effectiveness.
SEN	Special Educational Needs	
SENCo	Special Educational Needs Coordinator	
SMSC	Spiritual, Moral, Social & Cultural (Development)	Recent emphasis in current Ofsted Inspector Handbook.
SPAG	Spelling, Punctuation & Grammar	Children in Year 6 take a national test in May as part of SATs.
TT	Target Tracker	Software used by the school to record and analyse pupil assessment data.
YGL	Year Group Leader(s)	

Coloured text key to termly updates	Highlighted blocks of text
Red = summer term update	Red = Not achieved
Blue = Autumn term update	Amber = Partly achieved
Green = spring term update	Green = Fully achieved
<b>Black Bold = Governor Input</b>	

# Introduction

Our School Improvement Plan (SIP) is exactly what the title suggests – a means to improve standards across the board at Hurst Primary School.

Everyone has had a chance to contribute to the project. Parents, teachers, governors, support staff and children have all been canvassed for their thoughts and opinions through surveys, meetings and other means. The resulting document is something that belongs to the whole school community. I have every reason to believe that it expresses our collective aspirations for the children in our care.

Achieving high academic outcomes, improving and maintaining standards of behaviour and providing a wide range of opportunities for **all** our children, are three major aims that, I hope, are easily identified in the detail of the Plan.

**Tony Linnett**  
**Head Teacher**

# Mission Statement

*“Inspiring Learners for Life”*

The aims of Hurst Primary School are:

**Happiness** through participation, achievement and a curriculum that inspires enthusiasm for learning

**Unique** experiences that develop and reflect our special Hurst identity

**Relationships** that celebrate diversity, encourage respect and build a sense of community

**Success** for all children, in all aspects of their development

**Talents** of all types that are recognised, encouraged and celebrated through formal learning and extra-curricular activities

# SCHOOL ETHOS

We have high expectations for all our children at Hurst Primary School. We want our pupils to be happy and successful and we are committed to giving every individual child a chance to develop their talents, whatever they may be.

We believe that learning should be fun and children are happy when gaining success in a secure and reassuring environment. We endeavour to provide a curriculum that is engaging and offers more than the conventional minimum.

We recognise and value the important role that parents play and see effective education as a partnership between home and school.

Our aim is to help the children in our care become self-confident and independent individuals who respect all members of our school community and recognise their growing responsibilities as citizens.

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### LEADERSHIP AND MANAGEMENT

**Main Aim:** The precise mapping on a term-by-term basis of the key objectives of the New Primary Curriculum (with particular emphasis on maths and formal English) ensures sufficient coverage and depth.

**Maintain:**

- The quality assurance (QA) programme implemented in 2015/16 to monitor and evaluate standards of teaching and learning
- The cross-curricular approaches recently developed by the school

Priority	Aims & Actions	Deadlines	Sources of Evidence	Review
Mathematics	Undertake a script analysis of the Year 6 test papers to identify areas of teaching that need to be improved in order for the children to cope better with the problem solving and reasoning elements of the new KS2 SATs (JS/SM).	5/9/16 Training Day	<ul style="list-style-type: none"> <li>• Script analysis document</li> <li>• Progress towards KS2 targets in termly assessment reports</li> <li>• KS2 SATs outcomes</li> </ul>	Daily problem solving and reasoning (PSR) activities are now built into all maths lessons. Staff meeting input, work scrutiny and lesson observations have ensured that this is happening.
	Teachers use the script analysis findings to incorporate the type of regular problem solving and reasoning tasks into daily maths lessons that will enable the children to successfully apply their mathematical knowledge in the different contexts encountered in formal tests.	With immediate effect	<ul style="list-style-type: none"> <li>• Work scrutiny – summary report to autumn term Curriculum Committee meeting</li> <li>• Analysis of end of term Year 6 test scripts and 2017 KS2 outcomes</li> </ul>	
Reading (KS1 to KS2 Progress)	The work on developing a positive reading culture, particularly in KS2, continues and includes the better organisation of class reading corners, an emphasis on book reviews, the use of Kindles for reluctant readers, the library trolley and use of quality core texts to support topic work.	Ongoing	<ul style="list-style-type: none"> <li>• Subject Leader's monitoring</li> <li>• Reports to Curriculum Committee</li> <li>• Analysis of reading assessment data for those involved with Kindle project</li> </ul>	
	The development of a consistent format for reading lessons which will use core texts to improve the children's understanding of inference and their vocabulary development in general. Approaches are informed by an analysis of the KS2 SATs reading test questions. All findings and plans are shared with teachers.	Launched autumn 2	<ul style="list-style-type: none"> <li>• Minutes of autumn term staff meetings.</li> <li>• Children's work and lesson observations.</li> <li>• End of term standardised test scores</li> <li>• KS2 SATs progress figures</li> </ul>	School approach to reading comprehension lessons has been developed and is currently being trialled with the emphases on vocabulary development and understanding inference. As PSR has been an autumn term focus so the development of high quality reading comprehension lessons linked to key texts will be a focus for quality assurance activities in the spring term.
Planning	Term-by-term coverage of maths and English topics is updated and its implementation closely monitored (SMT).	First half of autumn term then on-going	<ul style="list-style-type: none"> <li>• Plans and QA documentation</li> </ul>	Teachers have been working to the updated plans since the beginning of the academic year.
	Cross curriculum planning is more prescriptive and	AC released on a	<ul style="list-style-type: none"> <li>• Curriculum plans and work scrutiny</li> </ul>	

	clearly identifies expectations for writing opportunities as well as the key elements of history, geography, art and DT that will be covered (AC/SM/CM).	firmly basis to assist with topic planning	documentation	
Leadership Network	Leadership network activities for the year are determined by those schools wishing to participate.	First meeting to take place w/b 19 September	<ul style="list-style-type: none"> <li>Minutes of meeting</li> </ul>	Autumn term meeting has now been rescheduled for w/b 21/11/16.
	A joint analysis of the first year of SATs results is undertaken and used to inform any changes that are deemed necessary for the planning and teaching of core subjects.	First half of autumn term	<ul style="list-style-type: none"> <li>Summary of report findings presented to Curriculum Committee</li> </ul>	
	Other activities determined by the network continue to have a focus on the development of excellent teaching with particular reference to our aims of improving questioning and exemplification.	By end of autumn term	<ul style="list-style-type: none"> <li>Reports on reciprocal school visits and their impact on classroom practice</li> </ul>	

**TEACHING, LEARNING AND ASSESSMENT**

**Main Aim:** Assessment:  
The next steps cards system is used regularly and effectively by all teachers so that the progress of all children can be measured by what they know and where there are gaps in their learning.

Teaching and Learning:  
There is a focus on the quality of questioning in lessons as well as the explanation and modelling of tasks which enable children to work and learn independently.

- Maintain:**
- Termly formal assessments to provide standardised scores for Reading and Maths
  - Ongoing training for teachers and TAs on effective planning, use of resources and the best ways to support pupils.

Priority	Aims & Actions	Deadlines	Sources of Evidence	Review
Assessment	Next steps teacher sheets are updated in line with new coverage grids and key objectives are prioritised by teachers in light of 2016 SATs outcomes. (JS)	05/09/16 Training Day	<ul style="list-style-type: none"> <li>• Minutes of training day</li> <li>• Next steps teacher sheets</li> <li>• Teachers' planning</li> </ul>	
	Regular monitoring of the use of teacher next steps sheets ensures that the system is being implemented effectively so that teaching is informed and timely intervention is provided enabling pupils to reach expected standards. (JS/SM/CM).	Rotational bi-weekly monitoring commencing w/beg 12/09/16	<ul style="list-style-type: none"> <li>• Monitoring documentation</li> <li>• Teachers Planning</li> <li>• Assessment outcomes (Target Tracker and standardised scores)</li> <li>• Assessment moderation documentation</li> </ul>	Fortnightly monitoring of the completion of next step sheets has commenced. Feedback to be provided at the next Curriculum Committee meeting.
	Cards are adapted for SEN pupils and are used regularly and effectively so that they show progress being made. (JS/CW)	Autumn 1 2016	<ul style="list-style-type: none"> <li>• Monitoring documentation</li> <li>• Teachers Planning</li> <li>• Assessment outcomes (Target Tracker and standardised scores)</li> <li>• Notes from Provision Mapping meetings</li> </ul>	Cards in use and for some pupils the key objectives on which they are working are 1-3 years below their actual year group.
	Systems are developed to measure progress being made in non-reporting years so that those at risk of not meeting age related expectations can be effectively supported. There is a focus on disadvantaged children and SEND(JS)	14/09/16	<ul style="list-style-type: none"> <li>• Target Tracker reports</li> <li>• Standardised scores from PiRA and PUMA tests</li> <li>• Curriculum and Assessment reports to governors</li> </ul>	SS data has been used to track the progress of children and identify those who are not making good progress. This has been shared with teachers.
	Realistic individual targets are set for pupils in Years 2 and 6 based on expected progress, EYFS outcomes and APS at KS1. These targets are used to drive planning and teaching and raise attainment.	Autumn 1 2016	<ul style="list-style-type: none"> <li>• SATs outcomes</li> <li>• Target Tracker</li> <li>• Curriculum and Achievement report to governors</li> <li>• Minutes of Governors' meetings</li> </ul>	All non-reporting years have had targets set on the using the same methodology as the prior attainment groups for KS2 SATs.



<b>Questioning and Exemplification</b>	Staff meetings and training days are used to develop teachers' subject knowledge and questioning skills which become evident in lesson observations. (SLT)	First half of autumn term then on-going	<ul style="list-style-type: none"> <li>• Staff meeting minutes</li> <li>• QA documentation</li> <li>• Lesson observation feedback forms</li> </ul>	This has not yet been tackled due to the focus on PSR in mathematics and reading comprehension.
	Classroom visits and lesson observations have a focus on questioning and modelling. (SLT and YGLs)	w/b 19/09/16 then ongoing	<ul style="list-style-type: none"> <li>• Monitoring Schedule</li> <li>• QA documentation</li> <li>• Lesson observation feedback forms</li> </ul>	Questioning, explanation and modelling have been areas of focus during the autumn term lesson observations with feedback provided to all teachers observed.
	Year Group Leaders take an active part in QA activities for their year group providing a range of evidence to support judgements on standards and use this to develop bespoke action plans for their team. (YGLs).	w/b 19/09/16 then ongoing	<ul style="list-style-type: none"> <li>• QA documentation</li> <li>• Lesson observation feedback forms.</li> <li>• YGL Action Plans</li> <li>• YGL files</li> </ul>	All YGLs have been involved in paired observations this term as well as joint work scrutiny. They have also been involved, as was the case last year, in the development of their year group's action plan.
	Year Group Leaders' Action Plans target the development of effective questioning and exemplification and detail strategies to address this as well as including other areas for development drawn from previous monitoring feedback and pupil need.	w/b 19/09/16 then ongoing	<ul style="list-style-type: none"> <li>• QA documentation</li> <li>• Lesson observation feedback forms</li> <li>• YGL Action Plans</li> <li>• YGL files</li> <li>• Feedback from lesson studies and shared teaching</li> </ul>	
<b>Literacy</b>	Develop a whole school approach to spelling and vocabulary development through consistency of marking and feedback, homework and teaching methodology.	Autumn 2016	<ul style="list-style-type: none"> <li>• Staff Meeting Minutes</li> <li>• Work Scrutiny Feedback</li> <li>• Lesson Observations</li> <li>• YGL Action Plans</li> <li>• Marking Policy</li> </ul>	

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**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

**Main Aim:** The pupils' knowledge and understanding of other faiths and cultures is broadened while at the same time school ethos, which incorporates the fundamental British values of tolerance, democracy and justice, is strengthened.

**Maintain:**

- Golden Rules and associated rewards and sanctions
- Daily meetings with MDS team
- Lunchtime Club, work of the School Council and role of the House Captains
- Excellent safeguarding arrangements, including the effective implementation of the Prevent Strategy

Priority	Aims & Actions	Deadlines	Sources of Evidence	Review
<b>Assemblies</b>	Assembly rotas are designed to use religious festivals and other important nationally and internationally recognised days, to educate and strengthen the school culture of respect, tolerance and equality. Visiting speakers are fully informed of these changes.	Autumn term assembly rota commences 12/9/16	<ul style="list-style-type: none"> <li>• Assembly rota and explanatory notes</li> <li>• Assembly notice board</li> <li>• The positive attitudes displayed by pupils towards all members of the school community (potential governor visit for the spring term)</li> <li>• Gathering pupils' views through the School Council which are reported to the Curriculum Committee</li> </ul>	The new assembly rota and explanatory notes were distributed to all governors at the beginning of term. The assembly boards continue to be used to gather and display pupils' thoughts about the weekly assembly theme. The themes are made known to parents via the school website.
<b>RE</b>	The Bexley agreed syllabus is followed by all classes and provides children with meaningful opportunities to explore world faiths and cultures.	Report presented at spring term Curriculum Committee meeting	<ul style="list-style-type: none"> <li>• Report to governors composed by the RE co-ordinator following the scrutiny of recorded work and discussions with children</li> </ul>	
<b>Pupil Behaviour and Welfare</b>	Ensure consistency in the recording of serious incidents and outcomes, in both class behaviour files and the central serious incident log.	On-going	<ul style="list-style-type: none"> <li>• End of term monitoring of behaviour files by SLT and Chair of Governors</li> </ul>	Summary incident document is being developed to assist with monitoring of incidents and then resolutions.

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### PUPIL OUTCOMES

**Main Aim:** 80% of pupils reach the expected standards in KS2 SATs tests with 70%+ achieving expected standards in reading, writing and maths combined. Gaps between disadvantaged children and their peers are closed with at least 50% of PP children reaching expected standards in core subjects. All teachers aspire to securing progress figures that are in line and above national expectations for all children.

**Maintain:**

- Focus on 1-1 reading support, regular changing of books and communication between home and school in FS and KS1
- The whole school reading project started in 2015-2016
- Cycle of Provision mapping and progress meetings with a focus on SEND and Pupil Premium children
- The proportion of high attaining children compares favourably with national figures

Priority	Aims & Actions	Deadlines	Sources of Evidence	Review
<b>Phonics</b>	Phonics outcomes in Year 1 remain above 80% with no significant gaps between boys and girls. Daily class Phonics lesson, which is differentiated. Intervention groups established for lower achieving children. December 2016 and March 2017 mock screening implemented (CM). Ability grouping across the year group is set up after December mock test. Book banding tracking sheets are created half-termly, aiming for 80% to achieve purple band (CM / BM).	June 2017 Phonics screening  Dec 2016 & Mar 2017 mocks	<ul style="list-style-type: none"> <li>• December and March mock screening results and analysis including reports - half-termly book band tracking sheets show how children are progressing</li> </ul>	
<b>KS1 writing</b>	75% of pupils in KS1 reach the expected standard in writing. Target setting reflects this aim (JS, CM & ET). Focus children are highlighted and teachers are aware of them. Termly monitoring of KS1 writing using the interim assessment framework (ET & SM). Teachers use the Next Step cards for writing and SPaG to ensure all objectives are covered term by term. This is checked in the SMT monitoring cycle (SMT).	Termly analysis	<ul style="list-style-type: none"> <li>• Termly analysis of progress against interim assessment framework (TT data)</li> <li>• Final KS1 SATs outcomes</li> </ul>	
<b>KS2 Core subjects</b>	80% (70% combined) of pupils reach the expected standard in reading, maths and SPaG in KS2 SATs. Target setting reflects this aim (JS, SM & GR). Target children are highlighted and teachers are aware of them. Termly monitoring of target children (SMT). Gap analysis of end of term PIRA and PUMA tests with intervention implemented for those children achieving 95-102 standardised score. Maths weekly support (JS, CM, SM, PO)	Termly data analysis	<ul style="list-style-type: none"> <li>• Termly PiRA and PUMA Tests</li> <li>• Termly TT analysis</li> <li>• Reports to Curriculum Committee which include analysis of the attainment and progress of key groups, especially disadvantaged children</li> </ul>	

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### EARLY YEARS FOUNDATION STAGE

**Main Aim:** Children make good progress throughout the EYFS department which can be measured through effective assessment systems.

- Maintain:**
- High quality and rigorous phonics teaching across the department, allowing children to leave F2 ready to effectively access phase 5 phonics in Year 1.
  - Drive on early reading, with progress monitored through half termly tracking.
  - Areas of continuous provision, inside and outside the classroom, to be used independently by children across the department.

Priority	Aims & Actions	Deadlines	Sources of Evidence	Review
Assessment	All EYFS staff to carry out accurate on-entry profile assessments and observations for every child against the EYFS Profile. Internal moderation of the accuracy of judgments to be completed by teaching staff in F2. (JM/NS/SG)	With immediate effect and completed by the end of autumn 1	<ul style="list-style-type: none"> <li>• Class assessment sheets completed from observations and assessment evidence</li> <li>• Target Tracker assessments</li> </ul>	After the formal scrapping of the new proposals for baseline assessment, we are now using the non-statutory guidance on stages of development to establish an on entry profile for the children in F1 and F2 classes. This will be used to track progress through the year.
	Target Tracker to be updated for each pupil in F2 with on-entry profile assessments and then revisited to assess progress at the end of the Autumn, Spring and Summer terms.	With immediate effect and completed subsequently on a termly basis	<ul style="list-style-type: none"> <li>• Target Tracker assessments</li> </ul>	
Learning Environment	To achieve consistency in the opportunities available for children in F1 and F2 to access all areas of the curriculum, both inside and outside the classroom. (JM/CM)	From the start of the autumn term onwards	<ul style="list-style-type: none"> <li>• EYFS Planning will identify learning to take place across the environment. Minutes of EYFS meetings</li> <li>• QA documentation</li> </ul>	The AHT for the lower school has now returned and is overseeing EYFS planning.
	To make full use of the outdoor learning environment to exploit opportunities for deep learning through engaging and open-ended activities to encourage children to develop problem solving skills practically. (JM/CM)	From the start of the autumn term onwards	<ul style="list-style-type: none"> <li>• EYFS Planning</li> <li>• Minutes of EYFS meetings</li> <li>• Outcomes of classroom observations</li> </ul>	
	The current topic will be clearly displayed in each of the four EYFS classrooms, along with a key question to focus learning. Working walls (Learning Trees) will display and celebrate most recent learning successes. (JM/CM)	From the start of the autumn term onwards	<ul style="list-style-type: none"> <li>• Outcomes of classroom observations and evident on a daily basis on visits to the department</li> </ul>	Learning walks and lesson observations indicate that there is a strong sense of the current topic in each classroom. Information about current topics is provided on a regular basis to parents.
Forest School	Children are encouraged to access all activities on offer in Forest School and gender stereotypes are actively challenged. (JM/CM)	From the start of the autumn term onwards	<ul style="list-style-type: none"> <li>• Outcomes of observations in Forest School</li> </ul>	Forest School sessions are now well established.

	Every opportunity for assessment and evidence gathering is taken by EYFS staff during Forest School sessions. (JM/CM)	From the start of the autumn term onwards	<ul style="list-style-type: none"> <li>• Observation forms and photographic evidence gathered from Forest School activities</li> <li>• Evidence in Learning Journey Books. Outcomes of classroom observations.</li> <li>• Forest School planning</li> </ul>	The Learning Journey Books reflect the type of learning activities made possible through Forest School sessions.
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NB: F1 Phonics was in Yellow in the review of the 2015 – 2016 SIP – is it enough to keep this in maintain?