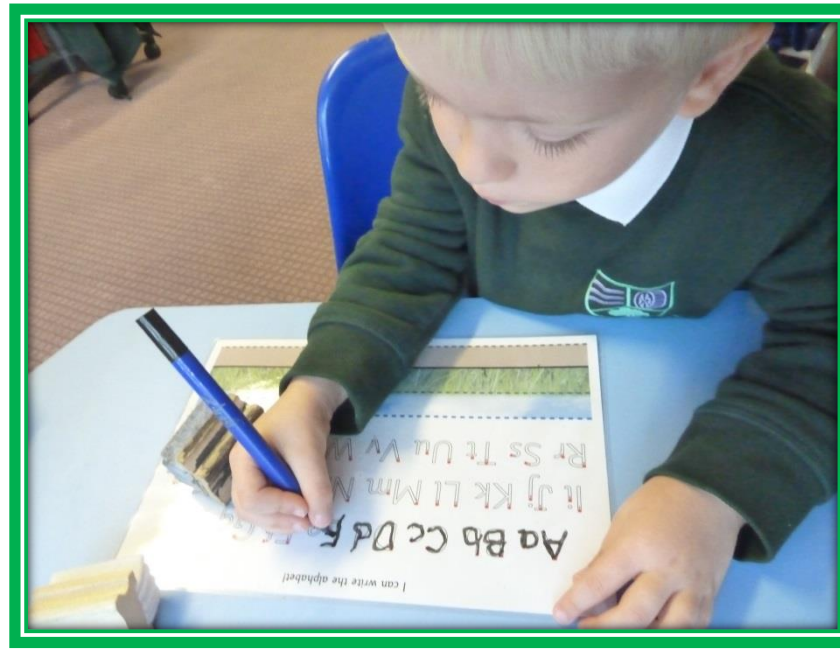




HURST PRIMARY SCHOOL ACTION PLANS FOR SCHOOL IMPROVEMENT PLAN ACADEMIC YEAR 2015 / 2016



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	End of EYFS assessment level. 34.0 is 'expected' score.
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
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
Black Bold = Governor Input	

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.

LEADERSHIP AND MANAGEMENT

Main Aim: The effective design, teaching and assessment of the New Primary Curriculum.

Success Criteria: All monitoring activities – lesson observations, scrutiny of children’s work and analysis of assessment information – indicate that the quality of teaching is consistently good and outstanding in all classes.

Maintain:

- The accuracy of judgements made by school leaders on the quality of teaching
- The cross-curricular approaches recently developed by the school
- The consistent and regular monitoring of all activities
- Work with the Leadership Network and its continuing focus on developing excellent teaching

Priority	Tasks and Leaders	Resources / Timescale	Impact	Review
The Curriculum	Update topics allocated to all year groups in KS1 and KS2 (Co-ordinator).	Sept 2015	Overview completed and implemented.	
	Produce a curriculum statement which summarises the key aims of the curriculum at Hurst with specific reference to the importance of history, geography, the expectations for writing and SMSC development. (HT).	Sept 2015	Monitoring activities confirm the scope of local and British history covered and the opportunities for writing provided through the school's cross-curricular approaches.	Statement now needs publishing to parents, not just on the website but with additional information on curriculum design. This is planned ahead of the next parents' meetings in January. The reviewed curriculum statement is now on the school website.
Differentiation	The effective planning, teaching and assessment of the new Primary Curriculum take place within the context of whole class, mixed ability lessons. (SLT). Staff training is provided to support this aim during a year in which formal setting will be abandoned. (SLT).	English and maths resources purchased to aid whole class teaching. Budget £10k.	Effective differentiation is a focus of monitoring activities which confirm that 85% of children in all classes are on track to meet age expectations for their year.	The next analysis of summative data will take place in December following the collection of test and teacher assessment information. End of autumn term assessments indicated the following percentages on track to achieve the age related expectations of the new curriculum: reading 82%, writing 71%, maths 77%.
Quality assurance	The schedule for monitoring activities is reviewed to provide a more coherent focus on each year group (SLT). Year group monitoring activities provide a range of evidence to support judgements on standards and are used to develop bespoke action plans for each team. (SLT).	New model trialled during the first half of the Autumn term.	Reports to governors provide evidence that QA activities are having a direct impact on standards of teaching, learning and assessment.	The initial year group monitoring activities are scheduled to be completed by the end of November. Action plans are being developed as part of the process. All initial monitoring activities have been completed and individual year group action plans developed which teams are now actively working on.

<p>Middle Leaders</p>	<p>Year Group Leaders are trained and supported to take a more active part in QA activities, the development of year group action plans and the ongoing coaching and mentoring of team members (SLT).</p> <p>Clear guidance on YGL expectations is developed both in terms of activities and impact. (HT/DHT).</p>	<p>Ongoing but initial focus in Autumn term. Provided training (SPA) Jan 2016.</p>	<p>Team members can articulate the impact of various actions taken by their line managers to raise standards of teaching, learning and assessment.</p>	<p>Internal training for YGLs delivered by DHT in November. School SPA scheduled to deliver a half day training session on 7/3/16. Too early to access impact but all planned activities are on schedule for completion.</p>
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TEACHING, LEARNING AND ASSESSMENT

Main Aim: The development of effective assessment systems that accurately reflect progress and attainment against the New Primary Curriculum.

Success Criteria: Measurable levels of progress and attainment provide evidence of accelerated progress for underachieving groups, a level of mastery for the more able children and the closing of gaps in attainment between disadvantaged groups and other children.

Maintain:

- A shared understanding of what good and outstanding teaching look like
- Consistent and effective approaches to planning
- Promoting staff well being

Priority	Tasks and Leaders	Resources / Timescale	Impact	Review
Assessment	Pupil Next Steps cards are revised using clustered objectives to allow monitoring of progress and attainment.	By end September for maths.	Use explained during staff meeting (21/9/15) and fully understood by all staff and subsequently implemented.	Maths number cards already in use and have been deemed by teachers as effective and user-friendly even at this early stage. Others currently being developed. Cards are now in use for writing and SPAG.
	Teachers update objective sheets after teaching an objective and use the detail to inform planning, to indicate focus groups and to input into Target Tracker on a termly basis.	Maths trial in the Autumn term.	Monitoring activities indicate the effective use of the new cards and provide evidence that highlighted children are a focus for intervention and objectives are being covered.	End of autumn term monitoring indicates a much more regular use of the new sheets in comparison with the usage of the old key objective cards last academic year.
	Formal assessment materials (PiRa and PUMA) to be purchased and used termly to validate teacher assessment.	Termly. £5k for year.	Formal assessment data confirms the validity of teachers' judgments and TT levels.	The reading and maths tests will be given to all children in Years 2 to 6 towards the end of this term. We now have two sets of standardised scores in reading and maths for the vast majority of children. A further assessment is planned for the end of the current spring term.
Curriculum resources	The new curriculum to be resourced so that effective whole class teaching can be delivered (SM, CM)	Initial £10k investment in English and maths resources.	Monitoring activities include the scrutiny of work which provides evidence that new English and maths resources are effective in achieving age appropriate coverage and attainment in all classes.	The joint staff meeting in November organised for the four schools in the Leadership Network focused on curriculum coverage and standards in mathematics. The joint scrutiny of children's work provided evidence that all four schools have a shared view about the quality of recorded work required to prove that children are reaching age-related expectations.

	Training and support for teachers is provided by curriculum leaders in the effective use of resources.	September PD day and subsequent staff meetings.		Two autumn term staff meetings on the use of SPAG materials were led by the English subject leader.
The effective deployment of Teaching Assistants	Teaching Assistants continue to support groups of children but the emphasis will be on promoting independent learning rather than helping children and task completion. (CW).	Autumn term launch at PD day, training and support then ongoing.	Lesson observations confirm the consistency of this approach. Supported children can articulate how adults help them to learn. Good progress is made by identified pupils.	The PD input has had follow-up training and progress in this area will be reported to the Curriculum Committee in January.
	Ongoing training is provided for TAs on how best to support children to become independent learners.	Feedback gathered Jan '16.	Formal feedback from TAs confirms the effectiveness of changes made in their practice.	All TAs were observed and had interim appraisal meetings with senior AHT in Jan/Feb. They have been provided with review sheets to reflect on the changes in practice they have made this academic year. Review is therefore ongoing but a final, summative piece of assessment will be attempted towards the end of the academic year.

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PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Main Aims: Ensure that there is a focus on the quality of SMSC provision and the RE curriculum.

Success Criteria: Pupils display positive attitudes towards each other and show an awareness and understanding of a wide range of cultures, including their own.

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
- SMSC assembly themes

Priority	Tasks and Leaders	Resources / Timescale	Impact	Review
	Broaden the diversity of assemblies to include a wider range of visitors and themes. (HT/DHT)	Spring term	Children are exposed to role models from a range of backgrounds and cultures and can articulate their learning in discussions which are part of the monitoring of SMSC development.	Deferred to the summer term.
SMSC provision	Maintain an SMSC/assembly board which allows pupils to interact with the assembly themes. (DHT, RE-CO)	Autumn term	Assembly board, pupil responses, lesson observations and school ethos provide evidence that pupils are given opportunities to:	The board is still in operation but there is further work to be done in terms of encouraging regular pupil responses. Pupils are now contributing on a regular basis to the assembly board. RE monitoring has only taken place in the context of looking at writing, presentation and the effectiveness of marking across the curriculum. Work to establish that mutual respect and tolerance are promoted through the formal curriculum will be completed before the end of the spring term. Autumn term assembly themes have included: <i>responsibility, perseverance, conflict and peace, being thankful, rules and guidelines</i> . The School Council is being revived with a new 'parliamentary structure'. Eight excellent House Captains have been democratically elected by their peers. The Golden Rules/ Values continue to provide a common vocabulary for all members of the school community.
	Monitor the delivery and quality of RE to ensure that mutual respect and tolerance are promoted. (RE-CO) and senior leaders).	Spring term	<ul style="list-style-type: none"> • explore their own beliefs and those of others, • build their sense of identity and belonging, • question and challenge, • reflect on and evaluate their behaviour towards others, • experience democratic processes, and contribute to the life of the school. 	
	Ensure that school values and ethos, which support fundamental civilised values of tolerance, respect, democracy and the rule of law, permeate all aspects of school life. (All)	Ongoing		

<p>Pupil behaviour and welfare</p>	<p>Develop a deeper understanding of the expectations for behaviour at Hurst by providing more explicit examples for each Golden Rule. (All staff)</p>	<p>Autumn term.</p>	<p>Children able to give examples which show respect for everyone. Staff, pupil and parent feedback provides evidence of good and outstanding pupil behaviour and behaviour management by the school.</p>	<p>Examples are frequently given, particularly in assemblies. More structured framework for addressing these matters in classrooms (PSHE lessons) need to be provided for staff – JS and RE Coordinators to develop before the end of the autumn term). Exemplification in assemblies continues to be very strong.</p>
	<p>Ensure consistency in the implementation of the Behaviour Policy and particularly the recording of incidents and their outcomes, in both behaviour files and the serious incident file. (HT/DHT/AHTs/YGLs)</p>	<p>Ongoing. Termly Monitoring.</p>	<p>Agreed recording formats established and used. Monitoring and feedback cycle confirms that there is consistency in the recording of incidents and consistency in the way in which they have been resolved.</p>	<p>Serious Incident File is being maintained and is ready for end of autumn term inspection. Class behaviour books will be monitored at the end of the spring term.</p>

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PUPIL OUTCOMES

Main Aim: To achieve high standards of attainment and progress for all pupils through planning and teaching that meets individual needs

Success Criteria: Measurable levels of attainment and progress compare well against national figures and provide evidence of accelerated progress for underachieving and disadvantaged groups. 85% plus of all KS1 and KS2 children achieve age expected outcomes.

Maintain:

- High standards achieved by more able children
- Planning and monitoring of phonics lessons, particularly in EYFS and Year 1
- Focus on 1-1 reading support, the regular changing of books and communication between home and school on in FS and KS1
- Cycle of Provision Mapping / Progress meetings

Priority	Tasks and Leaders	Resources / Timescale	Impact	Review
Whole School Standards	The teaching of the Primary Curriculum, particularly in English and maths, maintains high expectations for pupil achievement through ambitious target setting and the effective use of assessment. (HT).	Ongoing	Proportion of high attaining children compares favourably with national figures. Key indicators derived from statutory assessments (EYFS, Y1 Phonics, KS1 & 2 SATs) are all above the national average.	The proportion of children deemed to be working at higher levels at the end of the autumn term were as follows: Yr 6 R-32%, W-23%, M-32% Yr 2 R-18%, W-9%, M-22%.
Tackling Under-achievement	Analysis of all available assessment data by class, year group and key stage identifies disadvantaged pupils and those who are in danger of falling behind age related expectations.	By start of Autumn term and then ongoing.	All members of staff are aware of the identified children and how progress will be monitored.	Class assessment folders contain all relevant information about PP/SEN children and the provision that has been agreed for them.
	Tracking of vulnerable individuals and groups is undertaken by school leaders who make those children a focus for monitoring activities.		Effective reporting of progress is shared with school leaders, teaching teams and governors (curriculum committee).	Provision mapping meetings have now been completed. Individual class assessment folders have been updated clearly identifying PP children and others at risk of underachievement.
	Lessons meet new curriculum expectations and meet the needs of all children in mixed ability lessons, particularly disadvantaged pupils.		End of term assessment information provides clear evidence of at least good progress by all children and accelerated progress by disadvantaged children	Initial work scrutiny indicates that teachers are differentiating effectively within the context of whole class lessons, keeping children on the same concept but providing different levels of challenge.

	<p>School Provision for PP, PPP and SEN pupils is updated and planned termly by AHTs and SENCo to show precisely where resources will be allocated.</p> <p>Support to be implemented by Assistant SENCo, teachers, HLTAs or TAs and monitored at Leadership level (CW).</p>	<p>Planned support to begin within second week of Autumn term and similarly for Spring and Summer terms Monitored half termly by AHTs.</p>	<p>Consistency of approach across all key stages.</p> <p>Impact of targeted work can be evidenced through narrowing the achievement gap, pupil attitude (through discussion) and assessment information.</p>	<p>Senior Assistant Head Teacher to present this detailed plan to the Curriculum Committee in January.</p> <p>At the spring term Curriculum Committee meeting an analysis of the achievement gap was presented which showed gaps of varying degrees in different year groups on the basis of teacher assessment 'steps' entered on Target Tracker.</p>
	<p>Introduction of DigiSmart, for two groups of identified pupils in Years 5 and 6 to be led by Assistant SENCo and HLTA.</p>	<p>19 week programme to begin second week of Autumn term.</p>	<p>Entry and exit data evidences progress.</p>	
	<p>Regular 1:1 reading to be planned for all pupils in KS2 still on Book Bands and tracked by SENCo.</p>	<p>Monitored half termly by SENCo and discussed with YGLs.</p>	<p>Decrease in numbers of KS2 pupils reading Book Banded books especially in Upper KS2 and increase in number of children achieving a Reading Age (RA) in PiRa tests.</p>	<p>All support in place and systems developed for termly review of progress against book- bands as standardised test scores and reading ages.</p>
<p>Core subject action planning</p>	<p>Core subject leaders produce action plans to support SIP main aims and address any specific areas identified as requiring action.</p>	<p>By end Autumn 1.</p>	<p>Plans completed. Effectiveness monitored through reports to the Curriculum Committee.</p>	<p>Core subject leaders to produce action plans to support SIP main aims and address areas of specific areas identified as requiring action.</p> <p>The progress in reading from KS1 to KS2 is to be developed as an improvement aim. This will require an audit of current practice to review all aspects of reading culture and organisation. A precise action plan will be produced ready for presentation at the January training day when agreed whole school approaches will be shared.</p> <p>A detailed action plan to raise children's engagement in reading and their final outcomes in assessments is now in place. The link governor has arranged to discuss this with the English subject leader before the end of the spring term.</p>

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EARLY YEARS FOUNDATION STAGE

Main Aims: To promote at least good learning outcomes, particularly in Early reading, for all children in a stimulating and structured environment.

Success Criteria: Children will leave F2 with more advanced early reading skills, supported by a greater acquisition of phase 2 and 3 phonics.

Maintain:

- A shared understanding of what good and outstanding Early Years practice looks like.
- Focus on 1-1 Reading with the class teacher and TA, regular changing of reading books in class and on Bug Club, supported by effective communication between home and school via children's reading record books.

Priority	Tasks and Leaders	Resources / Timescale	Impact	Review
Baseline Assessment	All EYFS staff trained in the Early Excellence Baseline Assessment (EExBA-R) by CM and JM, to carry out accurate assessments and observations in order to complete baseline assessments for every F2 child.	Moderation within the Leadership Network - 9 October.	All Baseline assessments will be completed by 16 October and submitted to (EExBA-R). Assessments will be completed accurately and rigorously, with consistency achieved across the cohort.	Assessment information has now been received from EExCentre and it provides an uneven profile. The EYFS Leader is to attend a feedback session during which comparisons with other schools will be made. Further information will be reported to the Curriculum Committee in the spring term.
	Judgements made by F2 class teachers are subject to internal and external moderation. (CM, JM)	Assessments completed and submitted to (EExBA-R) by 16 October.	Accuracy of judgements provides F2 teaching staff with assessment information that can be used to plan future learning and measure progress of individual children.	Accuracy of judgements is to be determined through the feedback sessions to schools who undertook EExBA-R. As reported at the Curriculum Committee the data has thrown up a number of anomalies and as such is not reliable. Consideration needs to be given to what is used next academic year (including in-house systems) in terms of on entry data for EYFS.
Early Reading	F1 children to continue to cover phonics Phase 1 and be exposed to Phase 2 phonics from Autumn 2.	Beginning in Autumn 2.	F1 children will learn the sound, action and song associated with each alphabetic letter using the Jolly Phonics materials.	The approach to teaching phonics and expectations were presented to parents at an early meeting in Autumn 1. A follow-up meeting is planned this term. End of term assessment information will be analysed by SMT and presented to governors in the spring term.
	Phase 2 and 3 phonics to be taught in F2 with greater pace and drive, allowing children to experience Phase 4 content in the Summer term. Regular assessment, beginning at the end of the first half term, will identify children for additional phonics intervention. (JM)	F2 to cover Phase 2 in Autumn 1 and following assessment, begin phase 3 in Autumn 2.	All children experience Phase 2, 3 and 4 phonics before transferring to KS1. Accurate and rigorous assessment will identify those children requiring additional support. 100% of children leave F2 reading pink book banding and above.	Most children are now secure with phase 2 and 3 phonemes. The more able children have completed phase 3 digraphs and trigraphs. The focus is now on the children applying these in their reading and writing.

Outdoor learning	Re-establish clear areas of continuous provision in the indoor and outdoor learning environment, across all classrooms in EYFS.	From the Autumn term.	The outdoor learning environment effectively supports all aspects of the EYFS curriculum.	During the recent EYFS QA activities it was noted that outdoor areas were not being used effectively across all classes. JM continues to record this and develop through appraisal feedback.
	Use both the indoor and outdoor learning environments to facilitate engaging learning experiences.	From the Autumn term, essential for carrying out the Baseline Assessment effectively.	Children will be engaged in open ended and problem solving tasks that allow them to demonstrate characteristics of effective learning and develop independent approaches to challenging tasks that are set.	In most classes a range of curriculum areas are accessed by most children. Individuals received direction about this where it was seen not to be the case to allow for greater inclusion for maths.
	The implementation of Forest School learning activities in the Willows area. (JM)	From Autumn 2 and ongoing throughout the year.	A wide range of outdoor activities are planned and delivered and these promote high standards of achievement against relevant Early Learning Goals and help to address imbalances in the attainment of boys and girls.	Staff training is ongoing and provided by the EYFS Leader who is an accredited Forest School leader. Parents' meeting held Autumn 1. Volunteer workforce helped to create the Forest School area during the half term break. Regular weekly activities have now begun. A thorough audit of Forest School sessions undertaken by DHT and EYFS YGL. High levels of engagement in all curriculum areas was noted in many sessions. The task is to gain consistency across all classes and feedback has been given to staff about this identifying where and how this can be achieved. Thorough monitoring systems to ensure <u>all</u> pupils participate in <u>all</u> curriculum areas are being introduced.