

Hamstreet Primary Academy School Improvement Plan 2024/25

QUALITY OF EDUCATION				
Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links
<p>To ensure the Quality of Teaching & Learning is high in ALL classes / phases.</p> <p>ASPIRATION / COLLABORATION</p>	<ul style="list-style-type: none"> - MTP (Progress linked to good quality planning. Progress tracking & Interventions. - To revisit how to build learning power with staff and children – Forest School, using the HAMSTREET WOODS in the village to be planned in each term in order to promote strong learning attitudes and build children’s independence and learning skills – collaboration, resilience, resourcefulness, reciprocity & reflectiveness. (Hamstreet Village Woods to be used while we wait for lease to go through for school to use woods next door). - MABLE children have planned in challenge and differentiated tasks in lessons to support accelerated progress. - Children are encouraged to be active and are showing high levels of engagement during lesson drop ins – use of talk partners, high expectations for quality and amount of recording, children self-evaluating progress in lessons, VAKing activities planned to enable children to achieve LO. 	<p>Term 1 (MTP in place)</p> <p>Ongoing throughout Year.</p> <p>Weekly planning check by DHOS</p> <p style="text-align: center;">↓</p> <p>HOS</p>	<p>DHOS</p> <p style="text-align: center;">↓</p> <p>HOS</p>	<p>ASPIRATION</p>
<p>Children, including those from disadvantaged backgrounds and those with SEND achieve the best possible outcomes. EQUITY</p>	<ul style="list-style-type: none"> - Progress / Planning Tracking – show high quality interventions and good quality planning & differentiation across all phases. - High Expectations of ALL children, no matter what their backgrounds & SEN. - Teaching and planning show clear strategies / techniques being used effectively to overcome the barriers to learning. All pupil’s experience positive progress. - Recognising the talents in all pupils. - Creating strong relationships with all pupils incl. pupils with barriers to learning. 	<p>Ongoing throughout the year</p>	<p>DHOS / Phase Leaders</p> <p style="text-align: center;">↓</p> <p>HOS</p>	<p>EQUITY</p>
<p>To improve progress in Maths for all groups of children</p>	<ul style="list-style-type: none"> - Join Maths Hub (Maths Lead, HOS & EYFS Lead) - Maths & EYFS Lead to trial strategies in own class and report regularly back to staff re strategies and progress. - Maths Lead, HS & EYFS Lead to attend regular Maths Hub Meetings - Maths Lead to track progress of all pupils and evaluate effectiveness of interventions to close the gap where pupils are attaining below expected standard in Maths. - Extend Online Maths Resources across KS2 (after successful trialling in KS1) – Maths Lead to plan in training for staff throughout the year. 		<p>Maths Lead</p> <p style="text-align: center;">↓</p>	

	<ul style="list-style-type: none"> - Maths Lead to analyse results / progress in Maths across the school 			
To set up a high quality, modern library to support our Curriculum, teaching & learning. ASPIRATION & EQUITY	<ul style="list-style-type: none"> - HOS continues to work with Library Consultant. Order books. - English Lead to set up and lead team to classify books (AR etc) - Children taught how to use the Library independently. - Children use books with AR to make progress with their overall Reading age. - Children take ownership of their library and take good care of it – Librarians, Library Clubs etc 	Term 1 Term 2 Term 3 Ongoing	English Lead ↓ HOS	ASPIRATION & EQUITY
To continue to build on staff Subject Leadership skills ASPIRATION & EQUITY COLLABORATION	To release teachers with Subject Leadership Roles - Subject Leaders have pre-planned timescales to work to – book, pupil voice, quality of T&L etc. To continue to use high quality CPD (National College / TEP / DFE) to support new subject leaders in the monitoring and implementation of their subjects. <ul style="list-style-type: none"> - Review Curriculum Teams & Leaders for the year – set up teams. - Subject leaders to monitor the implementation of their subjects and report to LMT and Head of School. - Subject leaders and class teachers to use The National College to further develop their skills across foundation subjects. - Subject leaders to monitor planning and teaching in their subjects and consider how class teachers will assess the gaps in children’s knowledge and skills within their subject. - NPQLT (ECT Mentor / Yr 5/6 Teacher) & NPQLL (English lead) NPQSL (DHOS) NPQLM (Maths Lead), NPQSEN (Yr 4 Teacher). 	Sept 2024 Oct 2024 Term 2 2024 Term 1 2024 Term 1 2024 start Ongoing throughout the year with regular Action Plan Reviews sent to HOS	Each Subject Leader ↓ LMT ↓ HOS	KPI 1,3 ASPIRATION & EQUITY COLLABORATION
Assessment in Foundation Subjects – Identifying Pupil Gaps in Learning to inform planning and teaching. ASPIRATION & EQUITY	To investigate ways to identify gaps in children’s knowledge and skills across all foundation stage subjects. <ul style="list-style-type: none"> - Working party - Review effective ways to use foundation subject assessment to close gaps in children’s learning. - To consider a strategy to assess foundation skills knowledge and skills which is effective and is manageable and effective for teachers. - Subject Leaders to monitor progress of children within core subjects and consider progress and comparison for our PP, SEN children. <p>Foundation Subjects Assessment Processes – advice from Ruth Swailes to have simple NC Objectives for each yr group uploaded – identify GDS & WTS children for differentiation and intervention processes. Next Step - DHOS to lead process of getting planning on Bromcom / IT Technician to design?</p>	Term 2 - 4	DHOS ↓ LMT ↓ HOS	KPI 1,3 ASPIRATION & EQUITY
To continue to review SEN processes	To review SEN processes.	Term 1	SENCO	KPI 1,3

ASPIRATION, COLLABORATION & EQUITY	<ul style="list-style-type: none"> - New SENCO starting Jan 2025 - Review annual calendar for SEN actions. - To listen to parental feedback about SEN processes and develop effective ways to identify, plan for and monitor children’s SEN. - To ensure class teachers and LSAs have a clear understanding of how to plan and support SEN pupils when planning lessons and interventions across the phase. - To look at more effective ways of communicating with parents of children with SEN – EHCPs, HNF plans, provision plans and the plan, do, review cycle. 	Term 2 Term 1 staff Meeting Term 2	↓ LMT / Key Stage Leaders ↓ HOS	ASPIRATION, COLLABORATION & EQUITY
To monitor the progress of SEND and PP children ASPIRATION	To closely monitor the progress of SEND and PP children: <ul style="list-style-type: none"> - Review classroom environment (Term 1) - LMT Monitor during Pupil Progress Meetings. - CT Monitor progress weekly / termly. - To look at more effective ways of communicating with parents of children with SEN – EHCPs, HNF plans, SEN provision plans and the plan, do, review cycle. - Use NTS Tests and Pupil Progress Meetings to monitor and set targets for PP and SEN children. - Engage parents verbally, face to face, on the gate, on the playground – review use of emails by parents to build stronger relationships and work smarter. Review Job descriptions, review amount of time SENCO spends at both schools, data tracking, monitoring & impact of SEN, Flowcharts to depict timescales and actions at each stage of SEN provision – plan, do, review. Develop plan so all pupils know their targets. Clarify format of pupil plans, LSA Meeting impact / plan, SEN Calendar and EHCP, Pupil Plan calendar (Mid -Year & Annual Reviews), 	Ongoing Termly and at each Pupil Progress Meeting Term 2, 4 & 6	SENCO/ PP Champion ↓ LMT / Key Stage Leaders ↓ HOS	KPI 1.3 ASPIRATION
Evaluation Term 2 <u>SEN Priorities</u> Next steps:	Evaluation Term 4 <u>Subject Leaders</u> <u>SEN Priorities</u> <u>Foundation Subjects Assessment Processes</u> Next Step: <ul style="list-style-type: none"> - Subject Leaders to monitor progress of children within core subjects and consider progress and comparison for our PP, SEN children. 	Evaluation Term 6 SEN RAP was the Main Focus <u>English & Maths</u> <u>Subject Leaders</u> <u>SEN Priorities</u> <u>Foundation Subjects Assessment Processes –</u> Next Step:		

		- Subject Leaders to monitor progress of children within core subjects and consider progress and comparison for our PP, SEN children.
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BEHAVIOUR AND ATTITUDES

Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links
<p>All staff to build strong relationships with children and families to encourage good attendance of all children.</p> <p>ASPIRATION, COLLABORATION & EQUITY</p>	<ul style="list-style-type: none"> - Class teachers to respond to low levels of attendance. - Class teachers and DSLs to work together to respond to low levels of attendance. - Newsletters to address attendance barriers to learning & Progress. - Attendance Stars Display Board to celebrate good attendance. 			ASPIRATION, COLLABORATION & EQUITY
<p>Grow pupils' leadership skills.</p> <p>ASPIRATION</p> <p>HOS to conduct Pupil Voice Term 1 / 2 to consider most effective make up of initial pupil leadership team – will consist of exemplary pupils, PP, SEN and pupils hard to engage – pupils individually met with HOS to discuss interest – plan to then involve in key events and get pupils ultimately applying for the position for 2024-5.</p>	<p>To develop pupil roles and responsibilities to enable them to play a positive role in creating an outstanding school environment so that Pupil behaviour and attitudes are exceptional– Pupil Leadership roles, School Council etc</p> <ul style="list-style-type: none"> - Review our current offer (Strengths and areas for development). - Conduct a staff skills audit to ensure we are using staff skills well (Professional Deve Meetings). - Introduce a 'Pupil Leadership Team' that regularly meets with leaders to share the views and give opinions to support the ongoing improvement of the school. Promote and support this team to play a highly positive role in creating an exceptional school environment. (Pupils are highly motivated and resilient and make a highly positive and tangible contribution to the life of the school and wider community. They actively support the wellbeing of other pupils). - Introduce new pupil roles across the school – Pupil Leadership Team, Online Safety Leaders, Playground Champions etc - Pupil Voice x3 times a year which feeds into the School improvement plan and gives clear direction to overall improvement across the school. 	<p>Term 2</p> <p>Term 3</p> <p>Term 2, 4 & 6</p>	<p>Key Stage Leaders</p> <p>↓</p> <p>LMT / Key Stage Leaders</p> <p>↓</p> <p>HOS</p>	<p>KPI 2,3,5</p> <p>ASPIRATION</p>
<p>To strengthen staff skills in using the behaviour policy effectively and in accordance with The Teacher Standards.</p> <p>Staff Audit of skills for Behaviour Management.</p>	<ul style="list-style-type: none"> - Staff Refresher on how to use God to be Green behaviour strategies, in line with the Teacher Standards to support pupils to consider the effects of their behaviour on the whole school community. Strong use of restorative justice strategies are used throughout the school. - All staff to wear Hi -Vis vests at lunchtime to encourage children to find and speak with an adult if needed at playtime. 	<p>Term 1</p> <p>Term 2</p> <p>Term 3/4</p>	<p>Key Stage Leaders</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>HOS</p>	<p>KPI 2,3,5</p> <p>ASPIRATION, COLLABORATION & EQUITY</p>

<p>Teacher Standards to be applied more consistently for behaviour management – x2 staff meetings on this to ensure expectations are high – still some work to do on how staff communicate follow up actions to children.</p> <p>ASPIRATION, COLLABORATION & EQUITY</p>				
<p>To work with THRIVE to establish strong nurture Practice throughout the school.</p> <p>ASPIRATION, COLLABORATION & EQUITY</p>	<p>To work with THRIVE to establish strong nurture Practice throughout the school.</p> <ul style="list-style-type: none"> - To review current practice and approaches across the school and in classrooms. - To deliver high quality CPD on THRIVE to all staff. - Consider / explore accreditation with THRIVE?. Learning Mentor & HOS - To plan and deliver a parent workshop on THRIVE strategies and the long term plan. 	<p>Term 2 Start</p> <p>Term 4</p> <p>Term 5</p> <p>Term 2</p> <p>Term 6</p>	<p>THRIVE Lead/ Mental Health Lead & SENCO</p> <p>↓</p> <p>HOS</p> <p>↓</p> <p>LMT Leaders</p>	<p>KPI 5</p> <p>ASPIRATION, COLLABORATION & EQUITY</p>
<p>Evaluation Term 2</p> <p><u>Next Steps:</u></p>	<p>Evaluation Term 4</p> <p><u>Grow Pupils' Leadership Skills</u></p>	<p>Evaluation Term 6</p> <p><u>Grow Pupils' Leadership Skills</u></p>		

PERSONAL DEVELOPMENT				
Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links

<p>Develop and broaden the opportunities for pupils to develop strong characters which leads to high levels of pupil development across the school.</p> <p>Opportunities for pupils to develop their talents are of an exceptional quality.</p> <p>School Council assembled and having regular meetings Sports Leaders chosen House Captains Chosen Digital Leaders Chosen Online Safety champions chosen</p> <p>We now need to develop a Pupil Leadership Team and enhance the effectiveness and independence of the above groups for greater impact across the school.</p> <p>ASPIRATION, COLLABORATION & EQUITY</p>	<ul style="list-style-type: none"> - To develop a strong working partnership between teachers and pupils to plan, offer and run extensive opportunities to strengthen pupils’ character and personal development – Pupil Leadership Team – ‘Children as Change Makers’, School Council, Sports Council, House Captains etc - All Teachers to offer an extra-curricular club - Pupil Leadership Team and School Council to be involved in the evaluation & shaping of the school improvement plan. Link to Curriculum in a coherently planned way. - House Captains & Sports Leaders to plan and run x2 inter-house competitions across the year (Term 4 & 6) which promotes our PROUD & ACE Values. Link to Curriculum in a coherently planned way. - Pupil Librarians to plan how to advertise and promote the use of the school library. Link to Curriculum in a coherently planned way. 	<p>Term 2/3</p> <p>Term 4 & 6</p> <p>Term 4 (Earlier if possible)</p>	<p>Key Stage Leaders & DHOS</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>HOS</p>	<p>KPI 1,2,3,5</p> <p>ASPIRATION, COLLABORATION & EQUITY</p>
<p>To further develop the offer of extra-curricular activities.</p> <p>Opportunities for pupils to develop their talents are of an exceptional quality.</p> <p>ASPIRATION & EQUITY</p> <p>COLLABORTAION</p>	<ul style="list-style-type: none"> - To promote a strong take- up of extra-curricular activities during and in addition to the school day to strengthen our offer. Link to Curriculum in a coherently planned way. (Phase Leaders) - Monitor our current offer of extra-curricular clubs – is there something for everyone? Are SEN and PP children taking up our offers? (HOS / DHOS) - Monitor our offer at break and lunchtimes so that all children have access to enjoyable activities – library, quiet spaces, lunchtime clubs. - Develop the effectiveness of our ECO club and School Council by empowering them to organise timetables and jobs for children to look after and take of our school environment (KS2 Phase Leader). - Next Steps - Develop the effectiveness of our ECO club and School Council by empowering them to organise timetables and jobs for children to look after and take of our school environment (KS2 Phase Leader). - Monitor take up by vulnerable groups - Sports / PE Team to assess individual skills of every child. 	<p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Term 3</p> <p>Ongoing throughout the year</p>	<p>Key Stage Leaders & DHOS</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>HOS</p>	<p>KPI 4,5</p> <p>ASPIRATION, COLLABORATION & EQUITY</p>

	<ul style="list-style-type: none"> - Monitor the take up of extra-curricular offer by vulnerable groups – PP, LAC, SEN Girls / Boys equal offer (DHOS). - To engage parents who can offer clubs – chess club etc. - To build on the success of SET sport football and multi skills clubs by engaging our Sports Leaders to co-teach skills and prepare children for competitions alongside SET Sports coach. 			
Evaluation Term 2	Evaluation Term 4	Evaluation Term 6		
<u>Next Steps:</u>	<u>Next Steps:</u>	<u>Next Steps:</u>		

LEADERSHIP AND MANAGEMENT				
Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links
Staff CPD National College LMT focus on Coaching & Mentoring Staff COLLABORATION Term 1 (KCSIE & PREVENT FOCUS) Term 1 (Staff Code of Conduct)	<p>To use The National College and staff expertise to further develop teacher’s subject knowledge and pedagogy across the ACE Curriculum.</p> <ul style="list-style-type: none"> - Staff to use The National College CPD courses to extend their skills across a range of subjects as directed by LMT (subject knowledge, behaviour, nurture, personal development, foundation subject assessments, SEN courses to support pupil needs). Staff CPD is highly focused around priorities. - Staff to drive their own CPD by selecting courses that interest them and are relevant to the pupils they support. - To train new reception staff to run Language Link and plan NELI strategies in to child initiated time. - To train new staff in RWI and Power Maths. - To update and train DHOS, Key Stage leaders and new year 6 teachers in Statutory Assessment. 	<p>Term 2</p> <p>Ongoing throughout the year</p> <p>Term 2 /3</p> <p>Term1 / 2</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2 Start</p>	<p>DHOS & HOS</p> <p>To be discussed at appraisal with Line Manager.</p> <p>LMT</p>	<p>KPI 2,3</p> <p>COLLABORATION</p>

	- HOS & Learning Mentor to take part in THRIVE training and lead at school level.		HOS & SENCO / CT Lead	
Develop the role of Subject Leaders COLLABORATION ASPIRATION	<p>To develop the role of Curriculum Teams in promoting the school's vision, policies and monitoring practice across their subjects (to support and develop ECTs in this area).</p> <ul style="list-style-type: none"> - Subject Leaders to use The National College resources to further develop their skills in leading their subject across the school – considering how to assess and close gaps in pupil learning. - To continue to strengthen the working practices of the curriculum teams across the school. - To deliver parent workshops across the school (Subject Leaders & KS Leaders). - Subject Leaders to plan in high levels of support throughout the year. - Subject Leaders to plan and lead a parent workshop to promote their subject and the ACE Curriculum. <p>Staff to complete NPQs to develop and build on their skills. JS – NPQLL LA - NPQLTD / NPQSEN KS – NPQLM NB – NPQSL SENCO – support Sara Walton</p> <p>SENCO and phase leaders now have the capacity to increase the momentum of their subject developments</p> <p>Experienced Subject Leaders are off to a good start – they now need to Coach / mentor staff who are less experienced – In House CPD Offer.</p>	Term 2 Term 1 start – ongoing throughout the year	DHOS & HOS DHOS & HOS to meet with Curriculum Team Leaders once a Term	KPI 1,2,3 COLLABORATION ASPIRATION
Review SEN Processes ASPIRATION & EQUITY	<p>To review 'SEN processes' to ensure that parents and teachers are working together, in a timely manner, to support all learners.</p> <ul style="list-style-type: none"> - Review processes for identifying SEN on entry to the school – Yr R and in year admissions. - Review processes for writing and reviewing SEN provision plans for children on the SEN register. - Review processes for planning group interventions to close gaps in learning and skills (non-SEN) - Review processes for communicating outcomes of reviews and next provision plans with pupils, parents and class teachers. - Implement stronger cross phase working by LSAs, to support children with SEN and additional needs across the school. - Update SEN Policy to reflect changes (SENCO). 	Term 1 Term 2 Start – Update policy Term 2 / 3 (Intervention LSAs working across phase)	SENCO ↓ LMT ↓ HOS	KPI 1.2.3 ASPIRATION & EQUITY
Include everyone in the school community in our school improvement plan. COLLABORATION	<p>To continue to build on our inclusive culture through engaging all pupils, parents and the local community.</p> <ul style="list-style-type: none"> - To regularly promote the school's PROUD and ACE Values through assemblies, class teaching, newsletters, extra-curricular activities and events. 	All Staff ongoing	DHOS & HOS	KPI 2,4

	<ul style="list-style-type: none"> - To introduce a Pupil Leadership Team. - Strengthen the working partnership between the school and the parent HSA association – attendance at meetings, supporting fundraising events, working in partnership for the good of our children. HSA Newsletter and Coffee Mornings. - Explore sponsorship opportunities to raise money for our school pool (HSA and LMT). - Continue to offer Parent Workshops across a range of subjects and themes. - Investigate Parental Engagement Award for Schools. - Support local events such as the Scarecrow Trail, Green Hearts, Delivering Harvest Goods and inviting local groups into our school to share their knowledge and expertise across the ACE Curriculum. 	KS Leaders DHOS & HOS Term 1		
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<p>Evaluation Term 2</p> <p>Parent Coffee Mornings</p> <p>PROUD, ACE & British Values promoted throughout the year during assemblies and Newsletters.</p> <p>Term 1 HSA AGM – attended by HOS & DHOS</p> <p>Communication through the school is currently a strength.</p> <p>Experienced Subject Leaders are off to a good start – they now need to Coach / mentor staff who are less experienced – CPD Offer.</p> <p>Next steps:</p>	<p>Evaluation Term 4</p>	<p>Evaluation Term 6</p>
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EYFS				
Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links
<p>To enhance the Early Years ACE Curriculum.</p> <p>ASPIRATION</p>	<ul style="list-style-type: none"> - To enhance the Early Years ACE Curriculum through careful resourcing across both the indoor and outdoor environments, to ensure children acquire a high level of skills, knowledge and engagement to an exceptional standard. <p>More budget ready for spending Term 1 2024-5. Increased capacity due to only have one YR R intake class of 30.</p>	Term 2 / 3	<p>EYFS Lead</p> <p>↓</p> <p>LMT</p>	<p>KPI 1,3</p> <p>ASPIRATION</p>

			↓ HOS	
<p>To offer high quality learning experiences across the 7 areas of learning through high quality teaching & learning and resourcing of the environment.</p> <p>ASPIRATION</p> <p>Children, including those from disadvantaged backgrounds and those with SEND achieve the best possible outcomes.</p> <p>ASPIRATION & EQUITY</p>	<ul style="list-style-type: none"> - EYFS leaders and teachers ensure that children develop a detailed knowledge and skills across the 7 areas of learning to an exceptional standard. Children, including those from disadvantaged backgrounds and those with SEND achieve the best possible outcomes. - EYFS Resources, furniture / Equipment Wishlist - Children need to be more quickly followed up by the SEN team – after Initial concerns forms have been received. This to be a continued focus next year. - EYFS team planning and collaborating effectively with FP EYFS Team. - Continue Sept 2024-25 To enhance the Early Years ACE Curriculum through careful resourcing across both the indoor and outdoor environments, to ensure children acquire a high level of skills, knowledge and engagement to an exceptional standard. (To continue 2024-5). Continue to work with Ruth Swailles as critical friend. 	Term 1 ongoing	EYFS Lead ↓ LMT ↓ HOS	KPI 1,3 ASPIRATION ASPIRATION & EQUITY
<p>To further embed RWI in to Year R</p> <p>COLLABORATION</p>	To further implement RWI into EYFS to give children the best possible start in learning phonics and to develop into strong readers.	Term 1 / 2	EYFS Lead & Reading Lead ↓ LMT ↓ HOS	KPI 1,3 COLLABORATION
<p>Evaluation Term 2</p> <p>New detailed planning - EYFS leaders and teachers ensure that children develop a detailed knowledge and skills across the 7 areas of learning seen in Term 1.</p> <p>Mrs Samson has assessed all children RWI Mrs Samson is supporting training for new member of staff.</p>	<p>Evaluation Term 4</p> <p>Next Steps:</p>	Evaluation Term 6		

Next steps:		
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