



## **School Action Plan: 2015-16**

The School Action Plan outlines the whole school priorities for the last two years. These were identified at the Ofsted inspection in April 2013.

These priorities are at the centre of the school's continued drive to bring about further improvement in the quality of provision for its pupils and the levels of attainment they reach.

Each priority is underpinned by a detailed work plan for the current term which is evaluated at the end of the term by the Executive Head and Senior Strategy Team and presented to the Director of Education and Governors. This on-going evaluation is then used to inform the priorities for the following term's work plan.

In July 2015 the Local Authority agreed with the school's self-evaluation that all aspects of the school's work (recorded as six judgments by Ofsted) had moved from Requires Improvement in April 2013 to Good.

### **Ofsted Judgments:**

Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development

The Effectiveness of Leadership and Management

The Quality of Teaching, Learning and Assessment

Personal Development, Behaviour and Welfare

Outcomes for Pupils

The Effectiveness of the early years provision: the quality and standards

## Heathfield Infant School – Strategic Plan Sept 2015 –July 2016

### Priorities:

1. Improve the quality of teaching by ensuring that:
  - 1.1 teachers always have high expectations and consistently provide work that stretches all groups of pupils, including the more able, and keeps all pupils engaged and interested
  - 1.2 teachers are using effective Assessment for Learning strategies that impact on planning and result in at least expected progress for 85% of pupils.
  - 1.3 teaching assistants are always effectively deployed to maximise pupils' learning.
  - 1.4 HLTA's monitor the work of TA's to ensure consistency and model high quality interactions which impact learning.
2. Rigorously monitor pupils' progress and provide intervention and support as necessary to ensure that the progress of all pupils is improved, particularly for those pupils who:
  - 2.1 are more able
  - 2.2 have special educational needs or disabilities (case studies)
  - 2.3 are eligible for additional funding called Pupil Premium.
  - 2.4 to introduce and embed the school's Assessment without Levels system.
3. Ensure that the percentage of pupils making a good level of development is above national averages (71%+) in the Early Years Foundation Stage by making sure:
  - 3.1 that the interactions between staff and pupils supports and extends pupils learning and is an opportunity for challenge.
  - 3.2 teachers track children's progress throughout their time in the Nursery, particularly in writing and mathematics and this is used to plan for groups and individuals ensuring they make better than expected progress.
  - 3.3 baseline is completed for all pupils within 6 weeks of starting school in Reception.
  - 3.4 the outdoor provision provides a wide range of activities to support children's learning, particularly speaking, listening and writing.
4. Improve leadership and management, especially the leadership of teaching and learning, by:
  - 4.1 developing the role of middle leaders further by providing more training and holding them more to account for their areas of responsibility
  - 4.2 developing the role of subject leaders by providing training and opportunities to gain specialist knowledge of the subject they coordinate and understand how to ensure children meet their milestones.
  - 4.3 ensuring that all safeguarding procedures are robust and understood by all staff.
  - 4.4 increasing rates of attendance by working closely with parents and agencies to reduce the number of pupils taking days off
  - 4.5 decrease the number of persistent absentees (less than 90% attendance)