



The Context of the School that informed 2018/19 priorities:

OfSTED graded the school ‘good’ in all areas in December 2016 identifying 3 areas for improvement (AFI’s) which featured heavily in last year’s SDP. The impact of stream-lined priorities and actions was very positive particularly in the areas of Maths and Phonics.

Y6 outcomes, as highlighted below, were extremely strong and compared very favourably to both local and national benchmarks. However, attainment and progress in Key Stage 1 and Lower Key Stage 2 falls short of our expectations and therefore much of this year’s SDP activity will focus in these Phases.

The growth of the school from a PAN of 40 to 100, over 2 campuses, continues to require evaluation of the staffing structure and school processes to support the efficient, effective and successful delivery of provision which meets the increasingly diverse and challenging needs of our catchment and learners.

Heathfield continues to work hard to retain an inclusive ethos where children are at the heart of the school and have a direct influence on school development. All staff are deeply committed to offering a broad and balanced curriculum, rich with opportunities both in and out of school and the school day.

We remain a key player in partnership working and a schools led system. Heathfield is a member of the Nottingham Schools Trust (NST) and the Primary 6 Partnership (P6P), both of which share our vision and values of education with a focus on school improvement and continuing professional development (CPD).

What does the school need to do to improve further? Ofsted December 2016

- Improve the quality of teaching and learning and of assessment by ensuring that pupils’ understanding is systematically checked during mathematics lessons and in their books, and that any misconceptions are promptly addressed.
- Improve pupils’ outcomes by ensuring that pupils’ attainment in mathematics, including that of disadvantaged pupils, meets national expectations by the end of key stage 2, and that more girls reach the higher standard and that pupils’ attainment in the Year 1 phonics screening check continues to improve to be at least in line with national expectations, particularly that of boys.
- Improve pupils’ personal development, behaviour and welfare by ensuring that pupils’ attendance improves, particularly that of disadvantaged pupils.

Outcomes for Pupils 2017/18

	EYFS GLD		Phonics				Key Stage 1									Key Stage 2														
	Expected		Y1 Expected		Y2 Expected		Expected			Greater Depth						Expected			Greater Depth											
	ALL	PPG	ALL	PPG	ALL	PPG	ALL			PPG			ALL			PPG			ALL			PPG								
							R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M			
School	60	59	74	59	90	95	56	43	55	46	39	49	18	6	8	15	5	5	82	82	79	70	70	62	34	18	21			
LA	68		79	73	90		69	64	72	61	55	64	18	12	17	11	7	11	71	74	73									
National	72	61	83	72	92		75	70	76	62	55	63	26	16	22	14	8	12	75	78	76				28	20	24			

Combined RWM

Y2: 41% (LA 60% Nat 65%) PPG 39% (LA 51% Nat 69%) Greater Depth 3% (LA 9% Nat 12%)

Y6: 79% (LA 61% Nat 64%) PPG 58% (Nat 70%) Greater Depth 5% (Nat 10%)

Key Priorities	Success criteria by end of Summer 2019
<p>Priority 1: To accelerate progress in reading, writing, GPS and maths throughout school, so that combined outcomes meet individual year group targets.</p> <ul style="list-style-type: none"> ✓ Build upon the successes of RWInc ✓ Link Reading and Writing in English sessions. ✓ Greater focus on the mechanics of writing, particularly in years 1-4 ✓ Embed changes to whole class guided reading. ✓ Raise the profile of Reading in and out of school. 	<ul style="list-style-type: none"> • Writing attainment increases in Years 1-4 so that Year 1 phonics is 82% in line with National, • 60% KS1 and 65% of Year 4 children reach the expected standard in Reading, Writing, Maths combined. • All children make better than expected progress in Reading and Writing from their starting points. • The monitoring of planning and teaching of Reading and Writing reflects the expectations of the high level of SSIF training received across school. • All stakeholders are aware of the expectations of Reading both in and out of school. Children are heard to read more often each week.
<p>Priority 2: To accelerate the progress of PP children in all year groups to meet national benchmarks at key points in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> ✓ Maintain an accurate overview of the range of provisions that each PP child is accessing in school ✓ Measure the impact of provision on offer and of specific interventions ✓ Tracking of pupils to ensure funding correlates to needs. ✓ Research and implement alternative methods to raise attainment of PP children. ✓ Undertake a review of the spending plan and its impact on accelerating progress. 	<ul style="list-style-type: none"> • All PP children make better than expected progress compared to their starting points. • All PP children in Y2 and Y6 access additional intervention support and close the gap on their non PP peers to within 10% for Y2 and within 20% at Y6 (based on last year's results) • All interventions show good impact in the attainment and progress of PP children • The Leadership and Governors are able to use the spending plan effectively to monitor and review its success on outcomes of PP pupils
<p>Priority 3: To ensure the staffing structure and processes of the school are fit for purpose to meet the needs of a large and expanding primary school split over two sites.</p> <ul style="list-style-type: none"> ✓ The Full Governing Body responds to the external review of Governance to meet the challenges of this expanding school. ✓ The team of Assistant Heads are effectively deployed with clear roles and responsibilities. ✓ Establish English and Maths teams with membership reflecting all phases. ✓ Career development for all staff continues to be a priority for Leaders and Governors 	<ul style="list-style-type: none"> • The new Governor meeting cycle, including the School Improvement Committee ensure information is received and reviewed in a more timely manner enabling Governors to hold leaders to account and support the strategic direction of the school. • The Assistant Heads are established at each campus and impact positively on their areas of responsibility as well as within the wider school community. • Newly established Maths and English teams are well led and managed by the co-ordinator ensuring all aspects of the subject action plans are collegiately created, reflect the needs of each phase and are fully executed. • All monitoring of English and Maths continues to reflect the changes that have been implemented over the last 2 years and any remedial actions are taken quickly, avoiding duplication. • Attendance lead with support from SLT increase attendance to 96% and reduce PAs to 9% • Through coaching and CPD opportunities, leaders at all levels build on their existing strengths to confidently deliver their job descriptions.
<p>Priority 4: To develop and strengthen arts provision throughout school to support the Arts Mark accreditation process and application.</p> <ul style="list-style-type: none"> ✓ Arts provision is reviewed and gaps addressed. ✓ Staff CPD, in relation to the arts is tracked and reviewed to identify gaps and acted upon where necessary. ✓ Art club is used to prepare children for Arts Award application. ✓ Systems are established to record and evidence arts provision. 	<ul style="list-style-type: none"> • Increase in breadth of arts provision across school. • Children are being given greater choice in their learning in relation to the arts. • Majority of the children attending arts club have achieved the 'Discover' level of Arts Award. • Staff feel confident in their ability to deliver the arts curriculum. • Arts Mark case study is completed and well evidenced.

Objective	Actions	Timescale	Key Personnel	Proposed Impact	Monitoring	Outcome	RAG	
FGB has full complement of members ensuring vacancies are filled with Governors who can add value and address the gaps from the skills audit	Use the review of Governance skills audit to identify gaps in knowledge	Autumn term	Chair EHT	No vacancies are left unfilled in FGB and the range of experience, knowledge and skills ensure we discharge all duties to great effect.	FGB minutes	Full complement – skills audit supported the finding of a suitable candidate. Very late response from Governor to Schools website. Both campuses are represented by co-opted and staff gov at KD		
	Use available sources (e.g. Governor to Schools website) to fill a co-opted vacancy				Skills audits of new members			
	To ensure that both campuses are represented at FGBs							
Governors have a greater say on content of meetings to hold SLT to account regarding the development of school	School Improvement Committee is established and is instrumental in determining the content of FGB meetings	Termly	PC JN CT SLT	The new Governor meeting cycle, including the School Improvement Committee ensure information is received and reviewed in a more timely manner enabling Governors to hold leaders to account and support the strategic direction of the school.	SIC minutes	SIC established SIC does drive the content of FGB meetings. PPG being reviewed as part of the visits – needs better attendance at visits Balance of meetings is working at this point – means there is less time between the		
	Governor monitoring calendar is closely aligned to SDP priorities.				FGB minutes			Monitoring reports
	FGB meetings balance Standards and Business agenda items appropriately each half term							
Governors know the strengths and weaknesses of the school in order to shape the strategic plan for Heathfield.	Two representatives of the FGB to join Senior Leaders in a facilitated session on Strategic planning by a NGA consultant	October 2018	PC JN	To ensure the staffing structure and processes of the school are fit for purpose to meet the needs of a large and expanding primary school split over two sites The school moves from Good to Outstanding.	FGB minutes	SLT attended – Gobs unable to attend due to illness and other commitments – shared in SIC SIC has requested RAG rating in HT report – end of year. Governor led session with SLT to establish a new Strategic Plan – shared with LT and disseminated to staff Aut 19		
	SDP is reviewed termly by the School Improvement Committee	Termly	PC		SIC minutes			Strategic plan review
	A 3 to 5 year strategic plan is produced by leaders and governors	Spring term	Chair EHT		SDP/SEF review			Termly HT reports

