



The Context of the School that informed 2019/20 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 streamlined priorities and actions continued to be very positive over the last 2 years particularly in the areas of Reading, Maths and Phonics.

Y6 outcomes, as highlighted overleaf were again 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 provide challenge for Leaders but the staffing structure and school processes to support the efficient, effective and successful delivery of provision is regularly reviewed in order to meet the increasingly diverse and challenging needs of our catchment and learners.

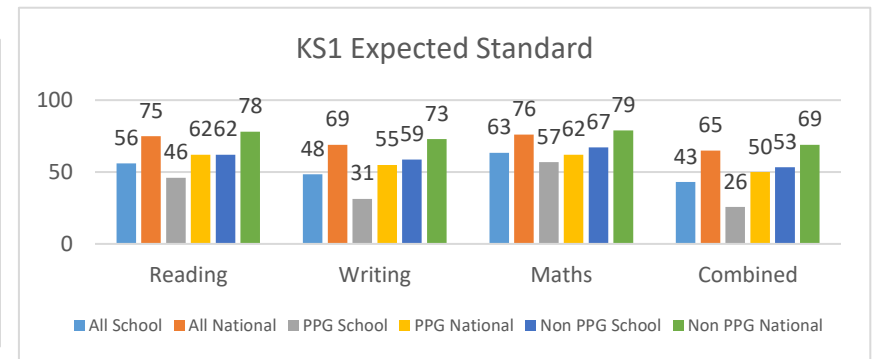
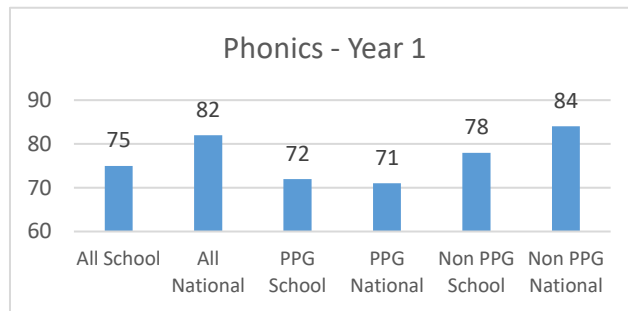
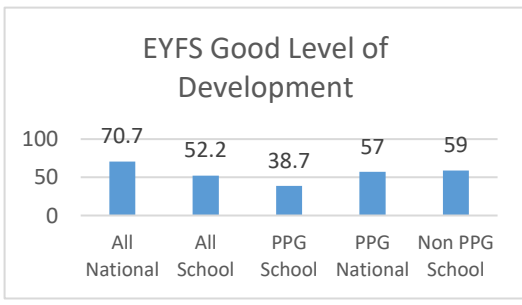
Heathfield continues to work hard to retain an inclusive ethos where children are at the heart of the school and have a direct influence on school development. All staff are deeply committed to offering a broad and balanced curriculum, rich with opportunities both in and out of school and the school day. We believe our curriculum is a real strength in appealing to our learners, fostering interest, engagement and curiosity.

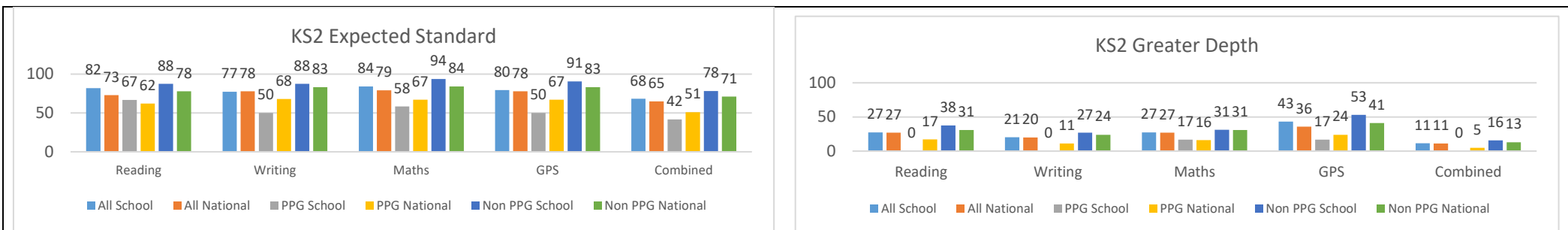
We remain a key player in partnership working and a schools-led system. Heathfield is a member of the Nottingham Schools Trust (NST) and the Primary 6 Partnership (P6P), both of which share our vision and values of education with a focus on school improvement and continuing professional development (CPD).

All staff are fully committed to ensuring the delivery of the Heathfield Pledge:

- ✓ Everybody will reach their full potential in a climate of high standards
- ✓ Each child will enjoy their learning journey and develop self-confidence
- ✓ To provide all children with a wide range of opportunities and activities outside of their usual life experiences
- ✓ To develop within our children resilience, independence and autonomy with a sensitivity to others
- ✓ Everybody understands the importance of inclusivity, diversity and equal opportunity
- ✓ To attend a school that is an important part of the community we serve
- ✓ To know ourselves and help others to know us

Category	Subject	2017	2018	2019	3 year average
Scaled Scores	Reading Test	105.2	105.6	105.0	105.2
	Maths Test	101.9	104.6	105.9	104.2
	GPS Test	102.9	105.8	106.9	105.3
Progress	Reading Test	+2.60	+2.61	+4.34	+3.23
	Writing TA	-0.68	+1.47	+2.84	+1.26
	Maths Test	+0.46	+2.03	+4.42	+2.40





Key Priorities	Success criteria by end of Summer 2020
-----------------------	---

Priority 1, Quality of Education: To accelerate progress in reading and writing, so that combined outcomes meet individual year group targets:

- A. Focus on the prime areas of learning in the EYFS, so that individual pupil barriers are addressed in Literacy
- B. Continue to build upon the successes of Read, Write, Inc
- C. To enhance attainment in KS1 by quality first teaching and targeted specific interventions in reading and writing
- D. To maintain the SSIF developments in Reading whilst leading Reading into Writing to positively impact on combined scores
- E. Continue to focus on the mechanics of writing, particularly in years F2 – 4 with Talk 4 Writing as a vehicle
- F. Cascade the successful changes to whole class guided reading in Y5/6 throughout school
- G. Continue to raise the profile of Reading in and out of school

English attainment increases in school by:

- A. EYFS accelerate progress in Literacy strand so that 65% of children reach GLD at the end of the year
- B. Year 1 phonics is broadly in line with National
- C. Progress in reading and writing is accelerated so that reading attainment is 70% at the expected standard and writing attainment is 66% at the expected standard
- D. 61% of Y2, 65% of Y4 and 67% of Y6 children reach the expected standard in Reading, Writing, Maths combined
- E. A consistent approach in writing is evidenced across school
- F. Children are empowered to read fluently at the expected standard or beyond for their chronological age
- G. Children continue to be heard to read more often each week and the climate for reading for pleasure is tangible

Priority 2, Behaviour and Attitudes: Further develop metacognition and growth mind-set to enhance the children’s attitudes to learning through a whole school approach:

- A. Ensure whole school curriculum focus regarding the 4 characters representing: resourcefulness, reciprocity, resilience and reflectiveness
- B. Planning reflects which areas are being focussed upon within all lessons of the curriculum
- C. Resources are designed to consistently reflect the links in learning for pupils
- D. Research continues to inform classroom practice

- A. All children are able to describe the whole school approach to learning at Heathfield
- B. Children in all year groups show greater resilience and independence when learning is difficult and therefore pupil output in lessons increases; they have highly positive attitudes and commitment to learning
- C. Retention of key learning is enhanced
- D. Following evaluation, arrangements are adapted to further embed successes in the new academic year

<p>Priority 3, Personal Development: To further enhance provision at Heathfield to support all pupils and staff to be mentally healthy:</p> <p>A. Provide all staff with a range of CPD focusing upon mental health B. Create well-being days to support all staff and pupils C. Offer staff and pupils access to a quality counselling service D. Create an open culture where talking about mental health is encouraged E. Adhere to all aspects of the mental health charter</p>	<p>A. Being mentally healthy is something that all staff and pupils are able to articulate B. The pastoral provision at Heathfield is further enhanced and this is reflected in stakeholder surveys C. Identified pupils' outcomes are enhanced because increasing numbers of pupils are ready for learning as their complex needs are being supported D. Feedback from staff and pupils confirms the success of the initiative E. A wide range of resources are available to ensure mental health is an established and effective part of the curriculum at Heathfield</p>
<p>Priority 4, Leadership and Management: to provide middle leaders with the tools to effectively fulfil their roles and responsibilities:</p> <p>A. Subject Leaders are empowered to be accountable for the design and delivery of their subject B. To support middle leaders to confidently 'step-up' C. Identified Middle Leaders will access training based on their specific needs and the school's CPD pathway D. TLR3s are used to good effect to develop emerging talent and prepare them for future opportunities at Heathfield</p>	<p>A. Subject Leaders have confidently acquitted themselves in Deep Dives and Q&A sessions and responded swiftly to areas identified for improvement B. Middle Leaders are secure within their own roles and can confidently cover the next step up in the leadership and management structure C. In partnership with Nottingham Schools Trust (NST), a clear CPD pathway supports development which is enabled by leaders, SDP and financial planning D. Staffing challenges are seized as opportunities for the development of staff showing interest in career progression, and succession planning is effective</p>

Objective	Actions	Timescale	Key Personnel	Proposed Impact	Monitoring	Outcome	RAG
To fully understand the new Ofsted framework and support the SLT with the development of middle leaders through link governor roles.	SIC to review Governor Questions on SDP ensuring they are understandable and will offer the insight required	Autumn	PC	Link governors are able to ascertain required depth of knowledge from staff re progress on SDP	FGB	Key questions created to support Gov monitoring, support and challenge	
	All governors commit to their link role through termly visits and regular communication with staff members	termly	GF to sort pairings	Governors have a thorough understanding of different aspects of school	FGB	8 visits undertaken in Autumn term. Lines of enquiry created for SLT to follow up in Spring	Aut
	Governors to attend LA training on new Ofsted framework in conjunction with P6P schools. Hosted at KD	27.11.19	All gobs	Governors are aware of key changes and are able to state what information they require from the school staff to ensure they are fully informed	Chair BGB SIC	Training attended by 8 Governors. Ofsted folder created on Gov Hub for key docs to be available to all Gobs. Spring focus on subject leaders by link gobs.	

Objective	Actions	Timescale	Key Personnel	Proposed Impact	Monitoring	Outcome	RAG
Succession planning of Governing body and School Leadership over next 3 years	Governors who are interested in the role of Chair or Vice chair to meet with current C/VC to discuss role	Spring	PH/JN	New chair and/or vice chair in place from Sept 2020 to continue the work of the FGB of Heathfield	FGB minutes		
	C/VC to access necessary training and work with Exec HT agreeing agendas and aligning work with Strategic Plan and SDP.	Summer/Autumn 20	C/VC	Any FGB new to role access training appropriate to their CPD needs	Gov CPD log		
	Governors to create working party to discuss and decide on potential leadership structures of Heathfield over next 3 years, taking action as appropriate.	Summer	PC DF CT JN	Govs have a strategic plan for the future of Heathfield's leadership which will effectively support the school at it full capacity.	Working party minutes SIC FGB		
Evaluate the curriculum to ensure its impact meets the school's vision.	Engage in professional discourse re expectations of a subject leader at Heathfield during link visits using key questions from SDP – reporting back to FGB on findings	Spring	All govs	Governors are able to formulate lines of enquiry for the SLT regarding Foundation Subjects	FGB SLT		
	Conduct pupil and staff voice opportunities to monitor the implementation of the curriculum in relation to the school's context	Spring/summer	SIC	Governors can identify the curriculum strengths and areas for development for the SDP 20/21 whilst understanding how context has contributed to curriculum development at Heathfield.	SIC FGB		
	Monitor topic books to evaluate the breadth and balance of the curriculum at Heathfield	Summer	SIC	Governors are able to review the delivery of the curriculum against the Heathfield curriculum narrative.	SIC		