



Hampton Wick Infant and Nursery School School Action Plan 2019-2020

Introduction

Improvement Priority 1

Quality of Education: As a result of an outstanding curriculum all pupils make good or better progress and outcomes are above national and in line with Richmond averages.

- To review the curriculum, ensuring it meets the needs of all pupils, including those with SEND.
- To use assessment effectively to plan clear next steps for all pupils.
- To review provision in the Early Years, ensuring it meets the needs of all pupils.
- To ensure all teaching is good or better.
- To fully embed the Power of Reading as a vehicle for improving the quality of writing (including transcription skills).

Improvement Priority 2

Behaviour and Attitudes: To develop pupils who are responsible and respectful who are ready for the next step in their educational journey.

- To embed a new policy for behaviour which clearly defines consequences that are applied consistently and fairly by all staff.
- To develop resilience and independence across the school.

Improvement Priority 3

Personal Development: To extend the curriculum beyond the academic, teaching skills needed in later life.

- To introduce and enhance pupil leadership opportunities in Year 2.
- To review transition arrangements

Improvement Priority 1

Quality of Education: As a result of an outstanding curriculum all pupils make good or better progress and outcomes are above national and in line with Richmond averages.

- To review the curriculum, ensuring it meets the needs of all pupils, including those with SEND.
- To fully embed the Power of Reading as a vehicle for improving the quality of writing (including transcription skills). To use assessment effectively to plan clear next steps for pupils.
- To review provision in the Early Years, ensuring it meets the needs of all pupils.
- To ensure all teaching is good or better.

Context.

Pupil outcomes for the last academic year were outstanding in KS1, above both national and in line with Richmond average figures. Results for pupils in Reception were significantly above the national average and in line with Richmond average. Year 1 Phonics screening results were good, in line with National averages but slightly behind the Richmond average. Phonics is a focus for the school action plan.

	2019	National	Difference	Richmond	Difference	EXC/GD	National	Difference	Richmond	Difference
GLD	81%	72%	+9%	81%	0					
Phonics	82%	82%	0	87%	-5%					

Evaluation of progress: On-going progress towards action plan intended outcomes will be monitored and evaluated at Senior Strategy meetings. Formal summative evaluations will be completed and tabled at the Standards, Teaching and Learning Committee on the following dates:

Spring 2020 Evaluation

Summer 2020 Evaluation

Final Evaluation July 2020

Owing to the Covid-19 pandemic ALL assessment has been cancelled for 2019. There will not be any data recording nationally or internally. All pupils were assessed at the end of Spring term and some prediction made as to whether the children would have met their end of year target. This data is not robust as the new assessment milestones are not solid enough and do not accurately describe expected progress. This will continue to be a focus and a priority for the rest of this year with the aim to start the new academic year with robust assessment statements.

Work Plan Autumn Term 2020

Objective	Actions/CPD	Lead Person	Date	Cost	Evaluation
1.1 To review the curriculum, ensuring it meets the needs of all pupils, including those with SEND.	<ul style="list-style-type: none"> ● Revise the curriculum identifying the intent and seeking views of all stakeholders. ● Begin to implement changes to the curriculum – pace out Power of Reading content and National Curriculum objectives ensuring coverage. ● Appoint and induct SENCo ● Subject leaders to ensure coverage of the National Curriculum, knowledge of their subject aims and organisation of resources. ● Revisit the core values of the 'courageous 	SST	Sept 2019		<p>Through a series of twilight staff meetings and an INSET day the curriculum has been reviewed. SST review feels that this needs further work to ensure individual subject progression esp DT, Art and Geography.</p> <p>Power of Reading is being</p>

					Governor and Parent views sought re. curriculum intent (Spr)
1.2 To fully embed the Power of Reading as a vehicle for improving the quality of	<ul style="list-style-type: none"> English team to attend borough led Power of Reading training and cascade training to all staff. Purchase additional power of reading texts and resources. Continual evaluation of text choice and approach. 	DG/ JG	Oct '19		<p>2 teachers DG JG are attending the training with CLPE and cascading it</p> <p>Resources bought as needed –ongoing.</p>

	<ul style="list-style-type: none">• PPG provision overview to be established, tracking progress and next steps for pupils.				<p>Previous statutory data uploaded to Insight for analysis,</p> <p>First data collection 12/19</p> <p>Staff found using insight a helpful tool when analysis the data. BR has produced overview summaries of the data and worked with phase leaders to support analysis process. Teachers identifying next steps for individuals and groups. They are also reviewing planning to ensure that it includes each strand of the milestones – in order to</p>
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<p>1.4 To review provision in the Early Years, ensuring it meets the needs of all pupils.</p>	<ul style="list-style-type: none"> ● Evaluate current practice within Early Years, reviewing the role of the teacher and TA's. ● Work with Helen Gillespie 25.10.19 (Lead Early Years advisor from AFC) to evaluate the effectiveness of Nursery. ● Observe adult interactions with pupils, where are they happening most effectively? ● Introduce an electronic observation recording tool (Tapestry) in order to reduce work load and allow parents to view and upload their own observations and wow moments. ● Attend specific profile training. ● EYFS team training to be held introducing Baseline assessment. Baseline to be completed with actions put in place as a result of individual need. ● Ensure children have demonstrated independent learning throughout all areas of the Early Years 	<p>SST/ DG</p>		<p>INSET day 2 (see NOV from HG)</p> <p>See SIP report Autumn Term. Follow up training planned for Jan INSET day. BR providing weekly support for LM Nursery Teacher</p> <p>Government Pilot Baseline completed by 25/10/19 Tapestry launched Jan '20 to Reception, Feb to Nursery. Positive parental engagement.</p> <p>Profile training attended, new to EYFS training</p>
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	<ul style="list-style-type: none"> Develop the outside area – remodelling/landscaping – creating more usable/flexible space 				<p>ASD and SAL training led by KD and external provider</p> <p>Nursery garden stage 1 complete 02/0/20. (Spr). Stage 2 to be completed by 20/04/20. Garden being used consistently with free flow. Zones established. Expectations in place for moving between areas and tidying</p>
<p>1.5 Teaching will be at least good or better when observed.</p>	<ul style="list-style-type: none"> SLT to formulate guidance on what constitutes a good lesson and best primary practise. Ensure teachers understand that quality first teaching should always be the prime approach. Active learning techniques will be modelled with coaching put in place if necessary for individual 	<p>SST</p>	<p>Sept '19</p>		<p>SST have a shared understanding of 'good practice' and have begun to share through lesson feedback and coaching conversation.</p>

	<p>SEF and Headteachers report to Governors. The SIP will validate judgements within the termly SIP visit and report to Governors.</p> <ul style="list-style-type: none"> • CPD will be planned accordingly to meet the needs that have arisen as a result of observations and monitoring. • Appropriate CPD will be planned for the EYPs, there will be bespoke training sessions. 				<p>improvement – MB to revisit.</p> <p>CC has planned relevant CPD for all staff including TA's</p> <p>Staff's mindset is beginning to change re. intervention. They are looking to models of best practice. SST modelling classroom structures to support this provision.</p>
<p>1.1 To review the curriculum, ensuring it meets the</p>	<p><u>Spring Term Work Plan</u></p> <ul style="list-style-type: none"> • Phase leaders to consistently review the impact of classroom practice and changes to the curriculum in phase meeting and provide a summary to SST 				<p>Permanent SENCo appointed. 3 days a week from Spr 2</p> <p>INSET: Role of a subject</p>

					PEPs in place for all with identified SEN. CT to take ownership of PEPs and provision maps from Feb 2020.
1.2 To fully embed the Power of Reading as a vehicle for improving the quality of	<ul style="list-style-type: none"> Identify areas of the National Curriculum that are not covered through The Power of reading and plan appropriately. Training on developmental writing process including handwriting Training on effective feedback (TA Team) 				<p>Evaluation in place –focus groups in Year 2.</p> <p>Beginning to engage parents in supporting handwriting at home (Flying Newt prompts, feedback</p>

1.3 To use assessment effectively to plan clear next steps for pupils.

- Establish moderation practices within and across year group teams.
- Support for phase leaders on analysis tools within Insight to enable tracking of groups.
- Support for phase leaders on use of transition matrices to analyse progress
- SLT will review supplementary assessment material which will support teacher judgements.
- Pupil Progress Meeting system to be established. Key groups for analysis. Model process for phase leaders so they can take ownership within teams.
- PPG champion to update provision overview

Pupil progress meeting format, questioning and analysis modelled for KS1 phase leader

Analysis training held by DHT for both phase leaders, including tracking groups and transition matrices for KS1 phase leader

Key groups identified and set within Insight

PPG review undertaken by SST. Letters sent to PPG families re. child's entitlement and provision -

					<p>2 x EYFS staff attended training on ASD</p> <p>SENCo supported teaching staff in creating provision maps to ensure consistent one-to-one and small group intervention</p> <p>SENCo monitored intervention delivery, modelling and supporting adjustments as required</p> <p>Heightened expectation on staff 's ownership of PEP targets and provision - teachers are now evaluating and writing PEPs independently</p>
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					<p>resources are available for children to self-select.</p> <p>Increased opportunities for gross motor development in both Nursery and Reception outdoor learning areas</p> <p>Staff reflect on children's needs in Nursery eg introducing a greater range of outdoor, large scale activities after lunch</p> <p>In the Reception outdoor area- each member of staff was given their own zone as an area of responsibility. This includes day-to-day</p>
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					<p>CC have begun to clear a lot of the outside space within the Nursery outdoor area to allow for us to create an opportunity for a new learning environment area in the future and for resources to be more accessible for adults. This is something we will continue to look to develop in the Summer term.</p> <p>All of EYFS team have begun to extend the idea of continuous provision from the indoor environments to the outdoor environments to</p>
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					<p>and has improved home communication. This has been a vital tool with our home learning during the school closure. Staff have been able to get a wider view of the child's learning. There has been a positive impact on teacher workload with the introduction of Tapestry and it has been clear over the last 2 terms that it has allowed staff to focus more on high-quality provision and environments than in previous years.</p> <p>Each member of the EYs</p>
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					<p>schools and ensure our understanding in certain ELG judgements were sound. External moderation with Collis was planned to take place but postponed due to school closures.</p> <p>NU, LM, CC and CO attended their New To EYFS course with Helen Gillespie and were able to visit other settings. DG attended a Leading EYs session regarding phonics and writing- resources from this have been shared and are now implemented. These resources have</p>
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					<p>Each Reception class had an ITT student during Spring 1 which allowed us to put into place more small group work and intervention sessions.</p> <p>All EYFS children took part in 'Bike Wednesdays' where an external company came in to teach each child how to ride a bike independently.</p> <p>On-going work with Helen Gillespie. She was planned to come into our EYFS monitoring week.</p>
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					60 secure. This area has high links to levels of independent learning choices, thoughts and discussions.
1.5 Teaching will be at least good or better when observed.	<ul style="list-style-type: none"> Regular training meetings for learning support staff will focus on the curriculum and assessment of pupils. Catch up and pre teach systems will be implemented consistently. 				<p>EYPs regularly providing observations linking to areas of learning using Tapestry.</p> <p>Key Stage One monitoring weeks showed all teaching</p>

<p>1.2 To fully embed the Power of Reading as a vehicle for improving the quality of writing (including transcription skills).</p>	<ul style="list-style-type: none"> • Long term overview to be produced which identifies POW texts and key curriculum coverage taking progression in foundation subjects into consideration. 				
<p>1.3 To use assessment effectively to plan clear next steps for pupils.</p>	<ul style="list-style-type: none"> • Complete assessment milestone review -ensure they match curriculum coverage, removing those deemed unnecessary. 				

					Unable to achieve any further work during Summer 2020 owing to Covid-19 pandemic.
1.5 Teaching will be at least good or better when observed.					As above

Observation of pupils during lunchtime and assembly prompted the introduction of a new system of consequences and a review of the behaviour policy.

Success criteria: Children, staff and parents understand the behaviour policy and how to use a restorative approach. Pupils feel motivated and understand how their behaviour impacts learning. Children, staff and parents understand the expectations of learning and behaviour. Good learning behaviour is evident in all lessons. Children behave well for all staff and are kind to each other.

Monitoring activities:

Planned programme of monitoring activities: lesson observations, “pop ins”, learning walks, book sampling, pupil progress meetings, analysis of data.

Evaluation of progress: on-going progress towards action plan intended outcomes will be monitored and evaluated at Senior Leadership meetings. Formal summative evaluations will be completed and tabled at the Standards, Teaching and Learning Committee on the following dates:

Final Evaluation July 2020

Owing to Covid - 19 pandemic this target is partly achieved and will need to continue once school is open to all pupils. Much had been achieved with the new behaviour policy and procedures. All staff including the lunch time team had received training and support. Had the school remained open this target would have been met and not formed part of the SAP in 20/21. In light of the

behaviour policy and structured consequences	<ul style="list-style-type: none"> • Expectations of all staff and parents communicated clearly and monitored regularly. • Reinforce behaviour code through adult modelling and learning about key themes in assembly. • Standing item on the SLT and part of the monitoring schedule. • Peace and Harmony leaders appointed and trained to use the restorative approach techniques. • Review impact with the school council and Peace and Harmony Leaders. 				<p>Staff, parent and children all received information/training.</p> <p>SST actively modelling for staff the expectation and providing of support where needed. SMSA's will need on-going support.</p> <p>Celebration focus needs embedding.</p>
2.2 To develop resilience and independence	<ul style="list-style-type: none"> • Review the skills and attributes we wish children to have developed by the time they leave us and what we can do to enable this development. • Introduce new pupil leaders 	JT DG BR	Oct 2019		<p>Move this into the Spring term actions</p>

					and more efficient system in place.
					Focus on independence and respecting equipment and environment –dustpan and brush, own dishcloths and plate clearing introduced. Particularly effective with Year 2. Year 1 calmer with increased focus on manners and politeness.
2.3 To develop resilience and independence across the school.	<ul style="list-style-type: none"> Review where children lack resilience. 				Some pupils lack resilience: <ul style="list-style-type: none"> -during transitions -when they find something hard -when they assume they need an adult to help

<p>consequences</p>	<ul style="list-style-type: none"> • Restorative practice information for parents – workshop if required. 			<p>Virtual gems and 'bubble' rewards introduced for bubbles in school -positive feedback from CT in the way it establishing feeling of ownership and belonging while working towards a shared goal (esp KW bubble)</p> <p>Not achieved owing to Covid-19 pandemic</p>
<p>2.4 To develop resilience and independence across the school.</p>	<ul style="list-style-type: none"> • Parent information session on developing resilience • Monitoring to consider 'how' as well as 'what' within lessons 			<p>EYFS reports focussing on characteristics of learning over and above what has been learnt.</p> <p>Not achieved owing to Covid- 19 pandemic</p>

Strategic Plan 2019-20

Improvement Priority 3

Personal Development: To extend the curriculum beyond the academic, teaching skills needed in later life.

- To introduce and enhance pupil leadership opportunities in Year 2.
- To review transition arrangements.
- To increase the opportunities for outdoor learning and learning about the environment.

Context: Pupils at Hampton Wick perform well academically, greater pupil leadership will ensure that they become well rounded adults and prepared for the life of work. It will ensure that the SST and Governors are able to capture pupil voice and pupils taking an active role in school life.

The school is fortunate to have access to a small woodland area (The Wilderness) adjacent to the school. The school are the custodians of this land which is for the sole use of pupils at Hampton Wick and St John's schools. The school is also situated close to Bushy Park and the Thames river. When Parents were asked their view on the curriculum they were keen to see more use of the outdoor space, learning about the environment and more physical activity.

Success criteria: The revised curriculum will identify more opportunities for outdoor learning and leaning in the outdoors. Pupil level of activity will increase.

Monitoring activities:

Work Plan Autumn Term 2019

Objective	Actions/CPD	Lead Person	Date	Cost	Evaluation
3:1 Develop Pupil Leadership	<ul style="list-style-type: none"> • Starting in Year 2, ensure all pupils have a role of responsibility. Pupils will apply and be interviewed for a post of responsibility. • Leadership roles available will be: School council, Eco Champions, Peace and Harmony Councillors, Library Leaders, Music Leaders and Healthy Heroes. • Training and meeting will be held regularly with lead staff, with overviews shared at SLT meeting and governor committee meetings. • Year 2 staff will regularly teach leadership skills within the curriculum. 	JT	Oct '19		All pupils have a leadership responsibility led by a teacher. The groups meet every 2 weeks (from Spring term) to plan and carry out agreed actions.
3.2 To review	<ul style="list-style-type: none"> • Conduct a questionnaire to parents about starting 	DG/	Oct '20		Reviewed transition

for outdoor learning.

- Organise a parent working team to work on the Wilderness area.
- EYFS focus on development of outdoor learning area. Liaison with Helen Gillespie.
- Staff training on opportunities for learning outdoors.
- Audit forest school qualified staff and explore AfC training opportunities.

addition to play/lunchtime. Parent's initial reaction was pleasing and supportive.

Nursery garden partially complete- fully completed by Easter 2020. Additional funds need to be raised for the sandpit. Support from Bev Turner (Head at Windham Nursery) planned for Spring term

With increased opportunities for outdoor learning, an outdoor leader needs to be identified and all subject leads need to include outdoor learning in their curriculum.

					<p>Parent's initial reaction was pleasing and supportive.</p> <p>Nursery children visiting the wilderness on a weekly basis.</p>
<p>3:1 Develop Pupil Leadership</p>	<p><u>Summer Term Work Plan</u></p> <ul style="list-style-type: none"> Year 2 staff will regularly teach leadership skills within the curriculum. 				<p>Not achieved owing to Covid-19</p>
<p>3.2 To review transition arrangements</p>	<ul style="list-style-type: none"> Conduct a questionnaire to parents about starting school arrangements. 				<p>Transition this year has been very different owing to the pandemic. It will consist of some face to face time with children and a visit to St John's.</p> <p>It is intended to review</p>

					<p>tour, virtual graduation ceremony, video keepsake etc.)</p> <p>New registration form and documentation in place for new Reception children.</p>
<p>3:3 Increase opportunities for outdoor learning.</p>	<ul style="list-style-type: none"> • Audit use of the outdoor environment over a week. • Organise a parent working team to work in the Wilderness area with children. • Staff training on opportunities for learning outdoors. • Audit forest school qualified staff and explore AfC training opportunities. • Arrange tree survey for the wilderness – checking safety and health of trees and actions. 				<p>Outdoor provision given high importance during return to school during Covid-19.</p> <p>Not achieved owing to Covid-19 pandemic.</p>

- To ensure all leaders understand their respective roles and perform these in a way that enhances the effectiveness of the school.
- To induct the new Senior Strategy Team.
- To ensure subject leaders are effective and accountable.

Context: A New Headteacher was appointed in Jan 2019 after the previous Headteacher of 22 years retired in Dec 2018. During 2019 the school undertook a review and restructured the Senior Strategy Team (SST). A new Deputy Head, Assistant Head and two Phase Leaders were appointed. In September 2019 a new Chair of Governors was appointed.

Success criteria: A clear leadership structure will be in place and will provide the strategic and operational direction of the school. Strong governance will support the leadership team and will demonstrate an effective approach to holding leaders to account. Each leader will have a full understanding of their role and responsibilities and play an active role in planning the strategic direction of the school.

Monitoring activities:

Termly meetings with SIP (Emma Smith)

SIP report

Attendance at Teaching and Learning and Communities Committee meetings

Summary of Monitoring Activities reports following progress weeks.

Final Evaluation July 2020

<p>4.1 To ensure all leaders understand their respective roles and perform these in a way that enhances the effectiveness of the school.</p>	<ul style="list-style-type: none"> • Induction for new Headteacher. MB will work with AFC and take part in the New Headship induction programme. • MB will undertake external training as required and appropriate. • SST will meet with SST from St John the Baptist School to devise an intent for creating one journey for children and families. (Agreed 27/9/19 with HT St Johns. Joint SST meeting planned for 3/10/19). • To continue to attend Survive and Thrive local leadership group. • To Attend HT DHT AH network groups and training • Phase Leaders to attend locally run senior leader training sessions • To create an Extended Leadership team which comprises of SST, Phase Leaders for EY/KS1, HLTA Lead SMSA, School Office/finance Leader, Newts Leader, and Site Manager. The focus of this team is to strengthen our understanding of leadership and to ensure we model our 			<p>Sparks credits £5000 (Headteacher induction budget)</p>	<p>New Headteacher Network attended. MB has formed an Infant leaders focus group with 2 other Infant heads from Richmond.</p> <p>Regularly meet with leaders from St. John's.</p> <p>Joint open mornings for new reception parents</p> <p>Attended Survive and Thrive</p> <p>HT attended network meetings</p> <p>ELT has not been created,</p>
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	<ul style="list-style-type: none"> ● DSL to attend safeguarding conference and training led by Safeguarding Partners. Attendance at relevant training will provide further support for the DSL as she is new to this role. ● The governing body will seek to recruit new members ensuring a full and effective governing body is in place. ● Review governance structures – key items to be prioritised in meetings; <ul style="list-style-type: none"> - Termly HT's report – governors to receive documents at least 1 week in advance - HT to set agenda of committee meetings – clerk to distribute - role of clerk – 1 clerk to ensure consistency - How do governors challenge senior leaders – how is this recorded? - Streamline Committee meetings – (i) Finance and 				<p>covering the KCSIE 2019 update.</p> <p>TOR updated for the committees and FGB</p> <p>Agenda setting has improved with most paper work being send to the GB one week in advance of meetings.</p> <p>Teaching, Learning and Communities have been joined together to streamline meetings and avoid repeats.</p> <p>Dates for meeting agreed.</p>
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Strategy Team.	<ul style="list-style-type: none"> • Induction meeting/PMR meetings highlight success and next steps • CPD is identified and related to developmental needs 				Induction complete and CPD needs identified and courses attended.
4.3 To ensure subject leaders are effective and accountable.	<ul style="list-style-type: none"> • Each subject leader has ensured that the curriculum is distributed well at KS1 • Subject leaders will complete an overview of their subject which is linked to Power of Reading texts • Subject leaders will audit their subject, creating a list of resources and identifying any new resources that will be required. • Subject leaders are required to keep abreast of the subject they lead and share ideas for planning and teaching as appropriate. • Subject leaders will attend the termly network meetings run by AfC. 				<p>On-going work on the curriculum. See Inset plan for Spring Term.</p> <p>Audits complete</p> <p>Ensuring network meeting are attended.</p>

<p>4.2 To induct the new Senior Strategy Team.</p>	<ul style="list-style-type: none"> Identify a mentor/coach to support and advise 				<p>SST meet regularly, offering supervision to each other. Safeguarding supervision from Linda Sheehan AHT and DHT attended leadership conference, opportunity taken to develop working relationship with SLT at SJB Increased working relationship between SST teams from HWINS and SJB, especially during COVID-19</p>
<p>4.3 To ensure subject leaders are effective and accountable.</p>	<ul style="list-style-type: none"> Leaders to understand accountability for their subject 				<p>Beginning of increased pro-activity from subject leaders History leader attended school improvement forum.</p>

					Leaders to understand accountability for their subject
4.1 To ensure all leaders understand their respective roles and perform these in a way that enhances the effectiveness of the school.	Summer Term Work Plan <ul style="list-style-type: none"> • Governors- role of clerk – 1 clerk to ensure consistency • Phase leaders to gain an overview of their phase and effectively hold their team to account. 				Not achieved owing to Covid-19 pandemic. Next opportunity to restructure would be as apart of the office restructure in September 2020 Phase leaders will continue to be a focus next academic year. They did not complete senior leadership training owing to Covid-19.
4.2 To induct the new Senior					

- Resilience project - is this still needed?
- Behaviour for learning
- Impact, development of assessment within the foundation subjects
- Development of subject leaders - understanding how to judge effectiveness of the curriculum.
- Maths (join Maths hub 1st year 2 x members of staff, second year cascade)
- Review of short term
- planning/formats
- Development of phase leadership

Commented [1]: Updated and added to