



School Improvement Plan

Hamsterley Primary School

Draft 1 2019-2020 LC/DH

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1) Introduction

The School Improvement Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Improvement Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use all resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The School Improvement Plan is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

This plan sets out the agreed priorities for Hamsterley Primary School 2019/20. It is the culmination of our ongoing evaluation of school effectiveness, including a review of the previous school improvement plan.

Ofsted - Inspection dates 5-6 February 2019 - Overall effectiveness Good

- Effectiveness of leadership and management Good
- Quality of teaching, learning and assessment Good
- Personal development, behaviour and welfare Good
- Outcomes for pupils Good

Overall effectiveness at previous inspection Outstanding



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2) Review of the previous School Improvement Plan 2018/19

Priority 1 2018/19: What do we want to improve? To continue to develop the skills and learning behaviours that children need to become effective independent learners.

EOY Evaluation

Success Criteria

- Timetables and organisation are focussed on developing children's independence.
- Children know what is expected of them and that there are consequences for not meeting these expectations.
- All children are taking responsibility for their learning environment.
- Adults are trained in how to guide children to use the learning environment effectively.

19 20 SLT to provide further training so staff consistently promote these skills.

Priority 2 2018/19 What do we want to improve? To improve handwriting and presentation across the curriculum

EOY Evaluation

Success Criteria:

- Daily teaching of handwriting using Penpals scheme
- Children's handwriting skills are evident in all of their work
- Errors in letter formation are addressed
- All children use only school provided pens and pencils
- Teachers use fonts which support the handwriting style
- Presentation and handwriting policy adhered to
- Work scrutiny includes regular focus on handwriting and presentation

19/20



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Priority 3 2018/19: **What do we want to improve?** To improve Spelling and Grammar

EOY Evaluation

Success Criteria:

- Spelling and grammar are taught according to spelling and grammar policy
- Children use their own spelling dictionary in KS1 and KS2
- Spellings for the $\frac{1}{2}$ term are shared on the school website
- Mis spelt National curriculum spellings are corrected in writing books
- Children's attainment in SPag shows improvement

19/20



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3) SCHOOL ATTAINMENT AND ACHIEVEMENT 2019

EYFS Good Level of Improvement 2019

EYFS GLD+	
children All	100%
FSM	n/a
Non-FSM	100%

PHONICS SCREENING CHECK 2019

Y1 Phonics	
Phonics check results 2019	
All 8 children 1 absent	75%
FSM	n/a
Non-FSM	75%

Y2 Phonics	
Phonics check results 2019	
1 child New to school	100%
FSM	n/a
Non-FSM	100%



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KEY STAGE 1 YEAR 2 2019 results

	Reading		Writing		Maths		Science
	*Exp+	*GD	Exp+	GD	Exp+	GD	Exp
All 6 children 1 joined Feb 2019	100%	33%	83%	33%	83%	0%	100%
Girls	100%	66%	100%	66%	100%	0%	100%
Boys	100%	0%	66%	0%	66%	0%	100%
FSM	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Non-FSM	100%	33%	83%	33%	83%	0%	100%

KEY (*)

KS1

Exp+ = at least expected
GD = greater depth

KS2

AS+ = achieving
expected standard
HS = 'high' scaled
score

KEY STAGE 2 YEAR 6 2019 results

KS2 %	Reading		Writing		Maths		RWM	GPS		Science
	*AS+	*HS	Exp+	GD	AS+	HS		AS+	HS	Exp
All	75%	50%	100%	25%	100%	%		50%	25%	100%
Girls	100%	100%	100%	50%	100%	%		100%	50%	100%
Boys	50%	0%	100%	0%	100%	%		0%	0%	100%
FSM	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Non fsm	75%	50%	100%	25%	100%	%		50%	%	100%



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4) Quality of provision

Class 1 - Mrs Jane Stephens

Class 2 - Mr Damian Hassan

From our programme of tracking pupil progress, monitoring and first hand observations, the overall quality of teaching is mainly good or outstanding. Teaching was judged *Good* in the Ofsted inspection 5-6 February 2019. *'The school's curriculum is rich and varied. The formal curriculum is underpinned by a wide range of extra-curricular activities open to all.'*

The Headteacher's teaching commitment was covered by Mrs S from November 2018 - August 2019.

5) School finance

Summaries of the school budget and forecasts are available in school. The Headteacher will return to teaching 0.5 in class 2 year 3 and year 4 from September 2019 due to financial and physical restrictions and class numbers in class 2.



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6) Future priorities

The governors will agree the school improvement priorities for 2019/20 at the Autumn 2019 GB meeting on 15th October 2019 and further review the SIP at the school committee meeting on Tuesday 10th December 2019 (see school committee minutes)

Our School Improvement Priorities (SIP) for 2019/20

Priority 1: Making best use of teaching assistants Ofsted 2019 - 'Further improve outcomes for pupils by: making sure that the skills of teaching assistants are shared and extended so that they can take on more responsibility for planning and monitoring the effect of their work with pupils of all abilities.'

Priority 2: To further improve handwriting and presentation across the curriculum

Ofsted 2019 'Further improve outcomes for pupils by: insisting that the presentation of pupils' work is of the highest quality so that pupils can more easily see their progress and identify areas where they need to extend or improve.'

Priority 3: To further improve Spelling and Grammar

OFSTED - What does the school need to do to improve further?

❖ Further improve outcomes for pupils by:

- insisting that the presentation of pupils' work is of the highest quality so that pupils can more easily see their progress and identify areas where they need to extend or improve

- making sure that the skills of teaching assistants are shared and extended so that they can take on more responsibility for planning and monitoring the effect of their work with pupils of all abilities.

Continued from 2019/20 SIP Priority 1:

To continue to develop the skills and learning behaviours that children need to become effective independent learners.

- Timetables and organisation are focussed on developing children's independence.
- Children know what is expected of them and that there are consequences for not meeting these expectations.
- All children are taking responsibility for their learning environment.
- Adults are trained in how to guide children to use the learning environment effectively.



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Priority 1 2019/20: MAKING BEST USE OF TEACHING ASSISTANTS

Ofsted 2019 - Further improve outcomes for pupils by: making sure that the skills of teaching assistants are shared and extended so that they can take on more responsibility for planning and monitoring the effect of their work with pupils of all abilities.

Success Criteria

Success Criteria

Communication between teaching staff and TAs and efficient use of time.

Timetabled meetings to discuss impact of the role. – fortnightly

Education Endowment Foundation 'MAKING BEST USE OF TEACHING ASSISTANTS'

The effective use of TAs under everyday classroom conditions

Recommendation 1 :TAs should not be used as an informal teaching resource for low- attaining pupils

Recommendation 2 :Use TAs to add value to what teachers do, not replace them

TAs' interactions with pupils

Recommendation 3: Use TAs to help pupils develop independent learning skills and manage their own learning

Teacher/TA preparation and training

Recommendation 4: Ensure TAs are fully prepared for their role in the classroom

The effective use of TAs in delivering targeted, structured interventions

Recommendations 5 & 6: Use TAs to deliver high-quality one-to-one and small group support using evidence-based interventions

Recommendation 7: Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions



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<p>Lead role Lynn Cowans Headteacher Damian Hassan Deputy Headteacher</p>				
Steps we will take	Predicted timescale	Lead person (specify who is responsible)	Staff and Resources (specify who is responsible)	Monitoring and Potential issues we might face
Key tasks for managers	Autumn 2019 Termly	L Cowans/ D Hassan		
Key tasks for teachers	Autumn 2019 Ongoing 2-6	J Stephens L Cowans D Hassan	Working with App TAs	
Key tasks for others Apprentice teaching assistant <ol style="list-style-type: none"> Attend CPD Support learning opportunities which promote the skills children need to become effective learners Encourage children to use the classroom resources to support effective learning Use the language of effective learning 		DH		CPD Sept 18 Staff meeting



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5. Contribute to the positive learning environment				
Total resources required:			Time: staff meeting time allocated	
Cost:				
Evaluation Potential issues we might face				



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Priority 2: What we want to improve? To further improve handwriting and presentation across the curriculum
 Ofsted 2019 - **Further improve outcomes for pupils by: insisting that the presentation of pupils' work is of the highest quality so that pupils can more easily see their progress and identify areas where they need to extend or improve - Check presentation policy followed**

Success Criteria:

- Daily teaching of handwriting using Penpals scheme
- Children's handwriting skills are evident in all of their work
- Errors in letter formation are addressed
- All children use only school provided pens and pencils
- Teachers use fonts which support the handwriting style
- Presentation and handwriting policy adhered to
- Work scrutiny show that the presentation of pupils work is of the highest quality

Lead role Lynn Cowans Headteacher Damian Hassan Deputy Headteacher

Steps we will take	Predicted timescale	Lead person (specify who is responsible)	Staff and Resources (specify who is responsible)	Monitoring and Potential issues we might face



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<p>Key tasks for managers</p> <p>Working with GB and EDP - monitoring Review Penpals updated scheme Allocate budget for resources and training CPD organised for staff Timetable interventions as required Evaluate impact Monitor record keeping</p> <p>Post Ofsted:</p> <ol style="list-style-type: none"> 1. Order short rulers 2. Work scrutiny for presentation 3. Organise support from county - work scrutiny 4. Work with Wolsingham Primary - work scrutinies and moderation 	<p>Autumn</p> <p>ongoing</p>	<p>L Cowans D Hassan</p>	<p>Staffing</p>	<p>Minutes</p> <p>Finance Meeting Minutes</p>
<p>Key tasks for teachers</p> <ol style="list-style-type: none"> 1. Attend CPD 2. Use day to day assesment to identify needs 3. Timetable daily teaching of handwriting <p>Post Ofsted Update for Teachers</p> <ol style="list-style-type: none"> 1. Insist on use of rulers and pencils for underlining 2. Ensure Pupils follow school policy on presentation 		<p>D Hassan J Stephens L Cowans</p>	<p>CPD arranged across schools By Cambridge UP - New Penpals resources - familiarisation</p>	<p>Work Scrutinies</p> <p>Oct 18, Jan 19</p>



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<p>Key tasks for others</p> <p>Apprentice Teaching assistant</p> <ol style="list-style-type: none"> Attend CPD Deliver interventions as required Monitor handwriting when working with groups <p>Post Ofsted:</p> <ol style="list-style-type: none"> Check presentation policy followed 		AA,EW,MB,LD		
<p>Total resources required:</p>			<p>Time: Leadership - Supply cover £380 PD day -£0 (organised between schools) Resources £280</p> <p>Cost: £660</p>	
<p>Evaluation</p>				



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Priority 3: What do we want to improve? To further improve spelling and grammar

Success criteria

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- Mis spelt National curriculum spellings are corrected in writing books
- Children's attainment in SPag shows improvement

Lead role

Lynn Cowans and Damian Hassan

Steps we will take	Predicted timescale	Lead person (specify who is responsible)	Staff and Resources (specify who is responsible)	Monitoring and Potential issues we might face
a) Key tasks for managers Spelling and grammar policy Focussed CPD Tracking and evaluating pupil progress Timetable monitoring and evaluation of spelling and grammar teaching and learning Provide budget for resources Ensure parents are aware of how we teach spelling and grammar in school - workshop Working with GB and EDP - monitoring Organise SLA - support Evaluate spelling scheme	Autumn 2018 Autumn 2018 Ongoing Autumn Termly work scrutiny Termly	L Cowans/D Hassan DH LC/DH	(Planit) Twinkl subscription cost - DH Supply cover - 1 day	Finance Meeting Minutes Feedback from parents Lesson observations work scrutiny and learning walks Weekly and termly tests



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<p>b) Key tasks for teachers</p> <p>4. Attend CPD</p> <p>5. Teach spelling and grammar according to school policy and guidelines</p>	<p>Ongoing</p>	<p>L Cowans/D Hassan</p>	<p>DH led Oct 18</p>	<p>Lesson observations work scrutiny and learning walks</p> <p>Weekly and termly assessment</p>
<p>c) Key tasks for others</p> <p>Lead Governors to monitor</p>	<p>Ongoing</p>			
<p>Total resources required:</p>			<p>Time:</p> <p>Cost: £280 subscriptions 450 resources £380 cover to see good practice</p>	
<p>Evaluation</p>				