

Ultimate Goals

The school moves from Good to Outstanding

To deepen the impacts of teachers and leaders at all levels to secure outstanding in all aspects of the Ofsted framework.

Supporting Goals

A	B	C	D	E	F
Ensure teachers consistently deliver excellent teaching and learning across school which consistently leads to outstanding outcomes.	Ensure all year groups reach better than national expectations for end of year outcomes and outstanding progress.	To see clear impact of middle/subject leaders in the school on attainment and progress, including sharing these leadership strengths with other schools and developing governor role and the role of SLEs.	To ensure continued development of Teaching Assistants, and that their training is embedded in every day practice, providing significant impact on pupil achievement.	To embed the changes to the assessment system and ensure skills progression is monitored and celebrated alongside attainment across the school.	To improve the % of children hitting the expected standard and greater depth in reading.

Goal A

Ensure teachers consistently deliver excellent teaching and learning across school which consistently leads to outstanding outcomes.

Actions	Impact
<ul style="list-style-type: none"> To ensure all teachers continue to develop their teaching and learning by attending relevant training in all areas of the curriculum. To arrange for teachers to visit other schools to share good and outstanding practice. To review and revise our school's marking and feedback policy to ensure time is spent effectively planning focused next steps. To ensure feedback given to children (oral or written) enables them to deepen their knowledge and develop skills. To embed staff appraisals linked to our School Improvement Plan and performance. To carry out monitoring activities such as book scrutiny, drop-ins to lessons, pupil voice and learning environment checks (involving Senior Leaders, Subject Leaders and Governors) to ensure the standard of teaching and learning is high. 	<ul style="list-style-type: none"> ✓ New ideas and assessment strategies have been observed in practice, which ensure assessment is accurate and effective in moving children forward in their learning at a quicker pace. ✓ Observations have shown teacher's questioning is highly effective and promotes deeper thinking. ✓ Training undertaken has resulted in all teachers demonstrating deep knowledge and understanding of the subjects they teach. ✓ Monitoring activities show teaching and learning in all subjects is delivered with high quality teaching. ✓ Outcomes from monitoring are fed back and acted upon which improve the quality of teaching and learning. ✓ Governor visit reports and the governor footprint show governors have a clear knowledge of the current picture of teaching and learning across school in all subjects.

Goal B

Ensure all year groups reach better than national expectations for end of year outcomes and outstanding progress.

Actions	Impact
<p>As actions in A. Outstanding Teaching and Learning results in strong outcomes and outstanding progress. Plus</p> <ul style="list-style-type: none"> To embed assessment systems across school that are continually reviewed and refined. To implement and embed assessment for learning strategies, including questioning, that continues to be focussed and effective in moving children forward. Research and purchase new test materials for reading, GPS and maths that give accurate outcomes which can be used to inform future planning. Continually update excel tracking system so that it is accurate and builds up a profile of individual children. To hold termly pupil progress meetings to ensure all children are on track to make outstanding progress. To implement interventions and use effectively to close gaps and boost children's progress. To embed 'chilli challenges' across school in lessons to challenge the children further. To introduce personal targets for children focussed on challenge and which result in the children receiving a Golden Ticket once they have met them. 	<ul style="list-style-type: none"> ✓ Internal data for all year groups is strong showing high percentages of children on track to reach the expected standard. ✓ Internal data has highlighted additional support/training across school to ensure more children reach the greater depth standard across all subjects. ✓ Tracking systems in school are fully in place and all children are tracked and identified if they are not making at least good progress. These children have then been targeted for additional interventions. ✓ Group data analysis is fed back to staff so they target specific groups/subjects therefore ensuring any areas of weakness do not become a trend. ✓ Increased GLD year on year (75% 2018) ✓ Above or in line with national results at KS1 and KS2 consistently since May 2014 onwards. ✓ Top 7 in the LA in 2016. ✓ Child interviews and children's books show that children are motivated to achieve incentives linked to challenge.

Goal C

To see clear impact of middle/subject leaders in the school on attainment and progress, including sharing these leadership strengths with other schools and developing governor role and the role of SLEs.

Actions	Impact
<ul style="list-style-type: none"> To secure further Specialist Leaders in Education in school. To ensure Curriculum Teams are fully established to ensure succession. To complete subject self-evaluations to review/evaluate and create subject action plans. To fully embed the progression of skills documents for all subjects that show clear progression of skills and areas of coverage throughout the year groups. To continue to involve link Governors in subject action plans and actions to be undertaken including monitoring. To raise the profile of foundation subjects throughout the year. To introduce subject leaders leading on monitoring activities, ensuring outstanding practice and areas of development are identified/fed back and acted upon. 	<ul style="list-style-type: none"> ✓ Three SLEs in school (English, Maths, EYFS) SLEs supporting the practice of others within school and in other schools having a clear impact on improving practice. ✓ Curriculum Teams are working effectively together which has ensured all subjects are progressing in developing quality first teaching in all areas. Validated by our Improvement Partner. ✓ Action plans completed and focussed actions carried out to improve teaching/learning and assessment in all subjects. ✓ Broader and more balanced curriculum implemented with raised profiles of all areas. See books, displays and child interview outcomes. ✓ Work across all subjects is celebrated across school in books, displays and achievement assembly.

Goal D

To ensure continued development of Teaching Assistants, and that their training is embedded in every day practice, providing significant impact on pupil achievement.

Actions	Impact
<ul style="list-style-type: none"> • To ensure all teaching assistants continue to develop their teaching and learning by attending relevant training in all areas of the curriculum. • To ensure the TAs appraisal process is set up and linked to the School Improvement Plan. • To ensure TAs are accountable for children's progress and take ownership of setting up interventions and monitoring children's targets. • To continue Chat and Chill Club and ensure it is running effectively to support emotional/social needs of all children during lunch times. 	<ul style="list-style-type: none"> ✓ Training has been attended where needed and TAs are highly skilled to ensure they have a significant impact on pupil achievement. ✓ The appraisal process links to the School Improvement Plan and is clear and focussed which has improved daily practice. ✓ Clubs are run by TAs including gardening, recorders, young voices, creative club, book club and library club. This has enhanced our curriculum and the opportunities and experiences available to our children. ✓ Chat and Chill is effective and has resulted in more social/emotional issues being resolved during the lunch hour.

Goal E

To embed the changes to the assessment system and ensure skills progression is monitored and celebrated alongside attainment across the school.

Actions	Impact
<ul style="list-style-type: none"> • To enhance and enrich experiences in all subject areas including visits and visitors. • To embed the RE Cycle (focussed on Christianity and one other religion each year) plus visitors/visits arranged to support the schools vision and uphold British Values. • To complete and embed skills progression documents for each year group completed in all subject areas. • To ensure Sport Premium money is used effectively to have a positive impact on all children's experiences in sport at school and develop staff. • To introduce curriculum displays in all subjects across school to show progression throughout year groups. • To introduce the hashtag #hpcscurriculum on the school Twitter feed so that staff can share learning across the curriculum. 	<ul style="list-style-type: none"> ✓ The profile of all subjects has been raised. (see books, displays, activity days, events, trips) ✓ Outdoor learning has been developed further and excellent use is made of the school grounds to aid learning. ✓ A clear vision from subject team action plans linked to the SIP has resulted in effective actions that have led to improvements in teaching, learning and assessment. ✓ Twitter accounts show a wide range of evidence for the curriculum in all subject areas. ✓ Trips and visitors have supported learning in all year groups for topics - evidenced on Twitter. ✓ Visits and visitors linked to the RE cycle have effectively ensured key messages have been delivered. Children have enjoyed these experiences and learnt a lot from them. This has supported our vision in preparing children for life in modern Britain. ✓ Sports premium has had a positive impact on both children's experiences and staff development. See additional Sport Premium impact document.

Goal F

To improve the % of children hitting the expected standard and greater depth in reading.

Actions	Impact
<ul style="list-style-type: none"> • To investigate the teaching of reading and implement Reading Circles in KS2. • To purchase the Power of Reading resources – opening opportunities for teachers to access high quality texts with teaching inspiration linked where possible to topics. • To ensure all classes have a weekly library slot to promote reading for pleasure. • To implement a daily reading session in all classes for at least 10 minutes using the class book. • To introduce the Reading Miles challenge to the whole school as an incentive to read a wider range of books at home. 	<ul style="list-style-type: none"> ✓ Monitoring of Reading Circles in KS2 resulted in positive outcomes in terms of children’s perceptions, quality of learning in books and effective teacher focus in group discussions. ✓ Weekly library slots and class reading books have promoted a love of reading and reading for pleasure. (English Pupil Voice) ✓ Reading Miles Challenge has resulted in reluctant readers reading more at home due to the competitive nature of the challenge. (Teacher feedback)

Background Goals

To ensure personal development, behaviour and wellbeing is outstanding across school including attitudes in lessons and around school, ethos, pride, self-discipline.

Actions	Impact
<ul style="list-style-type: none"> • To introduce a Fortnight Focus – focussing on areas that we can improve on that have come from the children themselves via the School Council. • To introduce Assembly Themes to incorporate British Values and key dates, celebrations, in all religions. • To continue to embed SEAL/ SMSC and E-Safety in the life of the school. • To continue to develop and embed the RE Cycle allowing further opportunities for deeper learning and understanding of differences and similarities in cultures and between people. 	<ul style="list-style-type: none"> ✓ RE Cycle provides in-depth opportunities which result in our children learning and understanding differences and similarities in cultures and between people. This has been supported by visits and visitors that have enriched their learning.

Background Goals

To research and focus on our curriculum design to ensure it is special and unique to HCCP school.

Actions	Impact
<ul style="list-style-type: none"> • To visit other schools to share good practice and learn new things/new ideas. • To continue to research the curriculum via twitter etc. • To gather views from teachers, children, parents etc on our existing curriculum. • To incorporate our schools skills progression documents to our new design. 	<ul style="list-style-type: none"> ✓ STEAM afternoons undertaken in Summer 2017 resulted in positive feedback from all children (science interviews focussed on pupil voice) and high quality homework activities completed by most children.