|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SHH Federation - Leadership Team School Improvement Priorities 2020-2021 – Governors Development Plan**  **We are building on SHH rag rated priorities from 2019/20 in the context of Federation with Executive Headship.**  **The curriculum work plans are evolving to become more aligned between schools and leaders.** | | | | |
| **Key Priorities**  **2020-2021** | **School Improvement Plan What we want Leaders and teachers to achieve** | **Next Steps & Actions 2020-2021** | **CPD and Support** | **Desirable Outcomes** |
| **1. Establish a new leadership team across the SHH Federation.** | * Smooth transition of leadership of SH from CG to JK as Executive HT across the SHH federation. | **Autumn term 2020**   * JK to shadow CG at SH to get to know people, organisation and practices. * JK to have individual meetings with all teachers and key staff and group meetings where appropriate to get to know staff. * JK review SHH Budgets (Including SEND/ Pupil Premium and Sports Premium.) * Organisational Change Research for SHH. Review EHT JD to be agreed. * Organise federation INSET day for 4th Jan 2021. Focus on what we are going to maintain, improve and change. * Key policies adapted for the federation. CP, Behaviour, Finance – governor’s focus * JDs for Leadership team tba ready for Spring Term   **Spring and Summer term 2021**   * JK Executive HT: SW and NC Heads of School for Hague and SH respectively. TBC April 2021 as part of OBC. * Implementing Work Plan, Reviews to inform SEF based on new inspection Framework – Focus on wider Curriculum 3 Is Intent, Implementation and Impact due to Covid and need for Recovery Curriculum based on gaps in skills and curriculum content. Key priority Reading and Wellbeing. . SIP actions to be reviewed and updated. * Work towards streamlined communication & practice (Newsletters, appraisal, CPD, monitoring, INSET, letters to parents, policies) work in progress. | * JK to organise time to shadow CG | * Staff informed * Workload reduced over time. * Both schools in the federation work together on tasks where possible and economies made for best pupil outcomes for all pupils. * Good relationships and trust built across the federation and with families. * Staff in both schools are clear about the shared policies and practices. * Positive well-being and morale in both schools based on good professional working relationships. * Attainment and progress of pupils good and better in both schools. |
| **2. Establish shared values and vision across the SHH Federation** | * Shared vision, values and priorities communicated so that all staff can contribute effectively across the federation. | **2021 focus**   * INSET day 4th Jan 2021 + 5th Jan for Lockdown3 Prep. * Review vision and shared values, how they are communicated effectively and celebrated with staff, pupils and parents. (Newsletters, assemblies, class activities) * Update/share Golden Charter & behaviour expectations across the federation. Share this and have copies made for both schools for all classrooms and communal areas. * Hague to maintain Gold RRS SH work towards Gold. RRS Steering Group across both schools (SH & FL?) * SHH Vision and Values hijacked by Lockdown preparation. Have addressed through weekly meetings and email Keeping in Touch comms from EH. | * INSET Jan 4th * Further INSET on Golden Charter/ * Behaviour. * Joint RRS INSET | * Staff, pupils & parents have consistent understanding of federation vision and values. * A common positive ethos is observed in both schools. * Behaviour expectations are consistent in both schools. * Behaviour is consistently good to outstanding in both schools. * Staff /pupils share good practice. |
| **3a. Build on the best aspects of The Curriculum to better align T&L across the SHH Federation**  **Remote Learning Policy to support home learning due to Coronavirus restrictions on attendance.**  **Emphasis on CPD for all staff.**  **Making best use of Google Classroom**  **& Web-based resources for all ages.**  **3b. EYFS Framework 2021 – work towards change** | Curriculum Leaders of Learning developing a shared federation curriculum with 3I’s Curriculum EYFS – Y6/Y7 purposefully develops understanding of key historical/ scientific/ religious cultural events and people with a local and London perspective.   * Children are interested in geography and how it links to people, places, weather and environment. * Curriculum interconnected through literacy and maths. * Children interested, can recall facts, explain concepts, ideas over time from prior knowledge. * MTP ensure consistent, high quality curriculum provision for all pupils.   EYFS Team develop understanding of new 2021 Framework  Recovery Curriculum- Teach Equal PSED focus & reading | * Teachers from Hague and SH to work on the same foundation subject curriculum. Hague curriculum team to adapt units to ensure coverage across the year groups. * Identify Remote Learning resources and strategies so that pupils and families can access learning at home when self-isolating or in future lockdown / restrictive circumstances. * Remote Learning Pedagogy training and Professional Development for teachers and TAs * Staff emails shared to enable joint planning and shared working between year group teams. * Federation INSET run by Nilufar to share key curriculum documents, rationale and lessons learnt. Teachers in same year group across the federation to plan together. * **‘Recovery Curriculum’ for 2020-21** – managing cognitive load, identify learning gaps to be filled and children make good progress in English and Maths. * All Leaders of Learning action plans & evaluations, identify & share best practice. Moderate outcomes internally including foundation subjects. This is work in progress and will be a 2-3 year plan for some children which is under reivew with Heads of School + curriculum Leaders of Learning. * The EYFS teams of both schools work together on a flexible federation curriculum designed to achieve best outcomes for pupils. Regular meetings held. * All staff understand the changes to ELGs for end of reception GLD expectations.Lockdown online CPD facilitated this learning and preparation. * Identify PD, Nursery World/LA/ webinars for whole team remote learning – As above * LA EYFS Moderation focus – supports standards * Build on secondment links across EYFS. | * Joint staff meeting on 5th Oct 2020   Curriculum Leaders/ Phase Leaders building on work from 2020 with Martin Tune – SIP.  Autumn  Reading focus EYFS-Y2/Y3 for THEP phonics. Support from Nicole G for training and catch-up plans.  Spring: Reading for pleasure and understanding.- whole school. | * EYFS –Y6 Teacher workload reduced over time as mid-term curriculum plans and resources refined and easy to access. * Investment in enriched topic based resources/ books for children to have first hand experience of. * Standards of achievement across all subjects are high across the federation because children are confident readers and researchers. * Pupils in both schools can talk confidently and articulately about their learning. * Pupils report that the teaching and learning in both schools is engaging and that they feel that they are making progress. * The learning environment in both schools reflects a stimulating curriculum that engages learners. |
| **4. Maintain & Develop PIXL across the SHH Federation to support in raising standards in reading, GPS and maths.** | * Combined at National+ RWM with success & emphasis onreading for pleasure & understanding. * Y1-Y6 confident and consistent at using PIXL resources to find the gap, fill the gap and check that the learning is secure in Y1-6. | * Arrange training for SH teachers on the PIXL Autumn Transition Package. SW to support if needed. * Ensure that both schools use the Diagnostic assessments, spreadsheets and therapies. NC and SW to monitor and support class teachers with this. * Analyse data to identify gaps and classes needing support. | * PiXL Conferences * Staff meetings tba * Class support tba. | * Pupils in both schools make good progress in reading, GPS and maths. * Pupils catch up with their learning and reach ARE and above if they have the potential to do so. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SHH Federation - Leadership Team School Improvement Priorities 2021-2022** | | | | |
| **Key Priorities**  **2021-2022** | **School Improvement Plan What we want Leaders and teachers to achieve** | **Next Steps & Actions 2020-2021** | **CPD and Support** | **Desirable Outcomes** |
| **Priority 1: Quality of Education**  **Consistent teaching and implementation of agreed schemes so that children make rapid progress towards age related expectations for core subjects in each year group.**  **English: Writing**  **Key focus for H** | Oracy – sharp focus on vocabulary from EYFS – Year 6 in context of foundation subjects and maths understanding.   * Y4-6 Writing across the school– recover the progress previously made by 2020. * Writing underpinned by good and outstanding oral language * At least good standards or writing across the curriculum including handwriting and presentation. | Autumn 1 schedule lesson observations for phonics and reading to ensure systematic synthetic phonics embedded with refreshed Bug club reading scheme to match phonic phases and sets.  Leadership supporting teaching and learning to get pupils back on track with reading and writing– THEP English Ready to Progress  Review with teachers across the schools and with E1P Spring Term.  Writing: grammar and spelling from previous year to be taught. Children are behind – can’t be revised it’s not been taught.  Writing moderation across federation Autumn 2 LA Nic  Writing moderation across E1P Spring Term LA Nic  PiXL resources to support writing.  Applying remote/blended learning strategies for home learning  Chrome books for home learning Y6 +?? Tba  Pupil progress meetings – use of PiXL for interventions and catch-up | THEP Silver 10 days curriculum support  LA literacy consultant  for SHHFed English Leads and EYFS/KS1. | * Accelerated progress for target groups of children in each class * Early reading to be on track for ARE Reception to Year 3. * Y1-Y6 RWM Combined in line with National /LA/PiXL 70% * EYFS GLD 65% accounting for SEND 3/29 EHCP + 2 applications. * Phonics 80% taking account of SEND/DRB * Children on track for ARE reading book bands by end of year. * Writing – Children are secure with the year group below expectations. * Letters correctly formed developing fluent handwriting. * Writing makes complete sense with basic grammar and punctuation correct. |
| **Priority 2:**  **Maths: Key focus for SH** | * Address concept and comprehension/vocab issues related to word problems and reasoning. * Find the gaps and fill them based on analysis of –Use of pixl therapies by teachers and TAs. | **SH & H R- Y2 Introduce daily 15 min sessions for number mastery EYFS/ KS1** - to be embedded through observation and feedback by maths lead & HoH.  PiXL Maths resources aligned with NCETM maths  Applying remote/blended learning strategies for home learning  Chrome books for home learning Y6 +?? tba | * NCETM Number mastery * Reception x 2 * Y1 x 2 * Y2 x 2 + HoH and SHHFed maths lead.   Free training + E26 Cover Costs for 7 teachers and TAs | * Counting/ ordering/numerals (read/write)/ subitising- conservation of numbers all secure. * Pupils to be secure in ARE number and calculations for the previous year/phase. |
| **Priority 3:**  **Developing curriculum leadership across the federation** | Leaders focus on **improving**   * **teachers’ subject knowledge** * **knowledge of effective pedagogy** *(keep it clear)*   in order to enhance the teaching of the curriculum  and  link assessment for foundation subjects to planned opportunities for oracy/ writing across the curriculum.  Practice and subject knowledge builds over time.  This includes building teachers’ and TA’s expertise in remote education. | Appraisals to identify CPD/ Monitoring Focus  TLR subject leader action plans established focus on implementation and impact.  Are the curriculum plans being implemented?  Pupil voice: can children talk about their learning and next steps/ know targets/ how to improve?  Review New EYFS Framework expectations with new SHH Fed EYFS Team *(4 significant changes to the team) Phase leader/ change of staff across schools/ 2 new to team/ fewer staff due to fall in roll.)*  /KS1&2 – Ofsted to ensure ambition and  National College Online Learning for teachers/ TAs/to develop their own subject knowledge and skills for subject leadership  SLT develop Middle leaders’ monitoring feedback/coaching skills to secure good and better performance in others.  Ensure secure understanding of Ofsted grade descriptors to support self-evaluation contributions and expectations for teaching and learning.  Intent, implementation, impact. | SLT: Appraisal planning identify the challenges and training for staff. NPQs THEP Leadership courses  TLR Leaders of Learning:  THEP leadership courses  National college – curriculum deep dives  Implementing an ambitious, broad and balanced curriculum  EYFS/KS1&2.  EYFS | * Staff feedback reflects effective leadership and management * Climate of trust, feel able to take calculated risks and innovate T&L across both schools based on good professional working relationships. * Feel motivated, encouraged and supported * Leaders aware of workload   and do all they can to reduce it over time.   * Staff in both schools are clear about the shared policies and practices. * Attainment and progress of pupils good and better in both schools. |
| **Priority 4:**  **Personal Development**  **Mental health and well-being** | Staff teach children the language of feelings, helping children to appropriately develop their PSED /emotional literacy  From EYFS to KS2.  Staff developing interests and talents through curriculum and extra curricula opportunities | Embed EYFS Teach Equal 2nd year with aspects of EYFS Framework for PSED. Ensure Jigsaw PSHE curriculum embedded for SMSC  KS2: develop and adapt the role of the learning mentor across both schools adapting 0.5 for each school. Link work with PE and physical well-being/ BADU sports coach for engaging lunch playtimes and after school clubs  Re-establishing face to face school council  Rights Respecting Schools Steering Group – maintaining and going for Gold. Ask school council to get involved on equalities and diversity in books.  **Stewart Headlam:** Woodland garden outdoor learning on site  **Hague:** EYFS playground re develop autumn term 2021 | * RHE CPD as classes have changed year groups. Healthy relationships * Equalities and diversity start to review resources across the curriculum – School council led. | * EYFS PSED for all children at GLD |

**SHH Federation Target Setting 2021-22 NO CHILD LEFT BEHIND**

* **The percentages show best adjusted outcomes.**
* **We are aiming for all children to make rapid progress this year**

**Year 6: These Wildly Important Goals WIGS will be reviewed with the the PiXL consultant being mindful of realistic expectations – hence the variable adjusted figures**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Hague** | **2017** | **2018** | **2019** | **2020** | **2021 Teacher Assessment** | **2022 Target TBC**  **Cohort 29 4 SEN + new arrival** |
| Expected RWM % | 55 | 65 | 80 |  | 61% | **86% Adjusted for SEN**  **76% Adjusted for SEN NA +2 22/29**  **69% 20/29** |
| Above expected % | 10 | 31 | 12 |  | 11% | **10% 3 chn** |
| 3 yr average | Expected 67% Above 18% | | |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **2019 Actual** | **Reading** | **Writing** | **Maths** |
| Expected | 88 | 84 | 100 |
| Above expected | 28 | 16 | 28 |
| Progress | 3.1 | 1.6 | 3.1 |
| Last national SATs results | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Stewart Headlam** | **2017** | **2018** | **2019** | **2020** | **2021**  **Teacher Assessment** | **2022 Target TBC**  **Cohort 45 2 SEN** |
| Expected RWM % | 64 | 73 | 72 |  | 83% | **95.5 2 SEN**  **78% 35/45**  **71% 32/45%** |
| Above expected % | 9 | 10 | 17 |  | 20% | **11% 5 chn** |
| 3 year average | Expected 67% and Above 12% | | |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **2019 Actual** | **Reading** | **Writing** | **Maths** |
| Expected | 72 | 78 | 79 |
| Above expected | 39 | - | 47 |
| Progress | -0.9 | -0.9 | -0.1 |
| Last national SATs results | | | |

**Hague Phonics Target**

|  |  |
| --- | --- |
| Year 2 Autumn Term Phonics 2021 | **Target 2021** |
| Year 1: 18/29 or 62% passed a teacher assessment screening test | **Year 2:**  **86% 25/28**  **71.4% 20/28** |

**Stewart Headlam Phonics Target**

|  |  |
| --- | --- |
| Year 2 Autumn Term Phonics 2021 | **Target 2021** |
| Year 1: 24/28 or 86% passed the test. | **93% 26/28**  **86% 24/28** |

**Year 2 Teacher Assessment 28 chn inc 2 EHCP – class with exceptionally high number of complex needs 8 + 2 highlighted for EHCP application**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Reading** | **Writing** | **Maths** |
| **Target**  **Expected** | **75** | **70** | **75** |
| Year 1 TA | 43 | 46 | 75 |

**Year 2 Teacher Assessment 31 chn inc 2EHCP (Bulge class)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Reading** | **Writing** | **Maths** |
| **Target Expected** | **80** | **80** | **80** |
| Year 1 TA | 71 | 68 | 64 |