

# HACTON PRIMARY SCHOOL



## School Improvement Plan 2016-17

Reviewed: October 2016

- Views of learners, Parents/carers and Other stakeholders**
- Continue to develop voice of the child.
  - Construction and move to brand new £9m 3 form entry school on our present field to be opened in January 2017.
  - To provide 'school based extended school' provision from 7.45-6.00 daily in term time.
  - To continue to work in partnership with parents and all stakeholders in developing quality of teaching and learning throughout the school, so that 100% remains good and an even greater percentage outstanding.
  - To continue to develop school web site and blog so that parents and other stakeholders have access to all curricular plans and any stakeholders' expertise can be utilised and that communications with all stakeholders is improved still further.
- Achievements and Standards**
- To ensure provision, achievements and standards remain 'Outstanding' across the school as recognised by OFSTED in December 2015.
  - To work with other schools and LA to continually improve our outstanding curriculum, so that it is innovative, creative, cross curricular, motivational and relevant for our pupils.
  - To ensure pupils' attainment remains in line with our own challenging yet realistic targets in the core subjects of Mathematics and English.
  - To continue to develop a range of approaches to aid effective differentiation and, therefore, improve children's personalised learning and attainment.
  - Make best use of all available pupil assessment data to identify groups of underachieving pupils and ensure all pupils achieve their full potential.
  - To continue to review, revise and improve strategies and provision to narrow the gap for vulnerable groups of pupils.
  - To continue to develop our Managed Learning Environment in to our school which impacts upon pupils' learning.
- Personal development and well being**
- To extend and promote the new school as an effective learning environment and resource for the local community.
  - To continue our success in developing our pupils into independent learners.
  - To ensure attendance levels continue to be 96% and above.
  - To enable all children to assess their own progress through appropriate target setting.
  - To continue to ensure all pupils have access to at least two hours of high quality P.E. per week.
  - To ensure very best use made of 'sports grant' to improve the P.E. provision of pupils still further.
  - To continue to do all in our powers to ensure our pupils enjoy school and feel safe and supported.

**Quality of Provision**

- To continue to improve quality of learning and teaching so that at least 100% of teaching is good and 35% is outstanding overtime.
- To continue to develop and embed different models of differentiation to ensure that individual needs of learners are met.
- To further develop assessment for learning (ensuring that all staff are skilled in target setting and supported by an efficient and consistent symphony assessment system beyond levels).

**Leadership and****Management****Site, Buildings and****Resources**

- To continue to develop distributed leadership across the school and make most effective use of all staff expertise and talents.
- To ensure new school gets very best value for money in all ICT and FFE requirements with the £230k EFA funding.
- To continue to work in collaboration with DFE, EFA and LA in the Build Phase of a new school, to fit the new school out and move across to the new site on the first day of the Spring Term 2017.
- To ensure school's transition to our new building is as smooth and seamless as possible.

**Whole School Priorities 2016-17**

<b>1</b>	<b>To improve the quality of teaching, learning and provision in science across the school so that it is outstanding.</b>
<b>2</b>	<b>To raise the profile of and improve the quality of handwriting across the school.</b>
<b>3</b>	<b>To raise the profile, achievement and attainment of spelling across the school.</b>

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
To plan increased opportunities for children to carry out complete investigations.	All staff	September 2016 Ongoing	Topic based curriculum resources	Children will have completed at least one complete investigation per unit of work.	Year group/Phase group Leaders	JC
To provide each year group with a progressive pro forma for writing up investigations.	SLT JC	September 2016 Ongoing	Proforma SLT time JC time	Staff will have a progressive proforma for written science investigations so that they are clear of the expectations at each key stage.	Year group/Phase group Leaders	JC
To ensure that the writing of investigations is modelled to pupils.	All staff	September 2016 Ongoing	Planning time proforma	Children will be clear of how to write an investigation and what a successfully written investigation looks like.	Year group/Phase group Leaders	JC
Investigation exemplar is displayed in the front of children's science books and in classrooms.	All staff	September 2016 Ongoing	Planning time proforma	Children will be clear of how to write an investigation and what a successfully written investigation looks like.	Year group/Phase group Leaders	JC
To evidence practical experiments through the use of photographs and reflective challenge questions.	All staff	September 2016 Ongoing	Planning time	Class work and learning is evidenced in Science books in a variety of ways and children are suitably challenged in their science work.	Year group/Phase group Leaders	JC
To reorganise science resources in preparation for the move to the new school.	JC Year/Phase group leads	June/ July 2016	JC time Storage boxes Updated resources	Science resources are distributed to the appropriate year group and updated where appropriate.	Year group/Phase group Leaders	JC

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
Weekly science challenge to promote enquiry skills.	JC	September	Prizes Corridor board	Children are exposed to scientific challenges.	All staff	SLT
For weekly science challenge to be uploaded onto the school website.	JC JM	September	JM time Blog space	Parents are aware of the profile of science within our school.	SLT	HT
To run a science club.	JC	September 2016	Topic resources JC time	Children are motivated and engaged to carry out investigations and share their discoveries with their peers.	SLT	HT
To organise a science week for children to carry out investigations.	All staff	October 2016	crest awards	Children will have completed a variety of scientific investigations and the profile of science is raised.	SLT	JC
To make links between the science and computing curriculum.	RN FB All staff	September 2016	PPA	Computing is integrated into the science curriculum where appropriate.	RN FB	JC
To use our local secondary schools to promote and enrich our science curriculum.	JC All staff Secondary Colleagues	July 2016 Ongoing	Timetable	Children will have visited our local secondary schools in order to raise the profile of science within the classroom.	SLT	JC

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
To ensure science is appropriately timetabled.	All staff	September 2016 Ongoing	Timetable PPA	Science will be delivered for two hours per week at key stage 2 and at least one hour per week at key stage one.	Year group/Phase leads	JC
To look at long term planning to plan for cross curricular scientific links.	All staff	July 2016 Ongoing	Curriculum planning time	Teachers have the flexibility to deliver science in other aspects of the curriculum and cross curricular links in science are optimised.	SLT	JC
To subscribe to 'Whizz, bang pop!' science magazine.	FB RB	September 2016 Ongoing	Subscription fees	The profile of science is further raised.	FB	JC
To create a class science book (talking book) in early years.	EYFS team	September 2016 Ongoing	Timetable	Science is evidenced through a talking book in EYFS.	MS	JC
To upload a weekly Science blog post from across the school.	All staff JM	September 2016	Website space Rota for science blog	Across a term, every year group will have blogged about their science work.	HT	JC
To book the Science Show.	JC	October 2016	Capitation	Children are excited and engaged in science experiments.	HT	JC

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
To disseminate good practice throughout the school in regards to the teaching of science.	All staff	September 2016	Release time	The confidence and competence of teachers is improved.	HT	JC
To carry out an audit of staff needs in regards to their cpd in science.	All staff	July 2016	Audit	Staff needs are identified.	HT	JC
INSET and cpd are organised in regards to staff needs.	All staff	October 2016	INSET release time course fees	The confidence and competence of teachers is improved.	SLT	JC
To assess pupils progress after each unit of work.	All Staff	October Ongoing	PPA	Accurate and ongoing assessments are made half termly.	JC	HT



Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
To introduce a consistent handwriting alphabet throughout the school.	MS EL All staff	June 2016	cursive script license	A consistent handwriting alphabet is implemented throughout the school.	HT	SLT
Nursery- To show children how to write their first name in a joined form.	EYFS staff	June 2016 Ongoing	cursive script license	Children write their name in a joined form.	HT	MS
Nursery- To teach children to write from left to right.	Nursery staff	September 2016 Ongoing	Planning time Mark making resources	Children know to write from left to right.	HT	MS
Nursery- To provide opportunities for children to mark make in different forms (sand, water, paint etc).	Nursery staff	September 2016 Ongoing	Planning time Mark making resources	Children choose to mark make through their play opportunities.	HT	MS
Reception- To introduce a precursive handwriting style.	Reception staff	September 2016 Ongoing	cursive script license handwriting resources	Children to use a precursive handwriting style.	HT	MS
Reception- To teach children how to join letters within a grapheme.	Reception staff	September 2016 Ongoing	cursive script license handwriting resources	Children are able to join letters within a grapheme.	HT	MS
Reception- To teach children how to hold writing apparatus.	Reception staff	January 2017	Handwriting pens	Children can hold handwriting pens and use them in guided writing	HT	MS

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
				tasks.		
EYFS- To present text to children in a variety of forms including using a joined, handwritten style.	EYFS staff	September 2016	display boards word key rings	Children can identify writing in a variety of different styles.	HT	MS
Reception-To give children the opportunity to develop their handwriting using a variety of implements: pen, pencil, crayon, paint.	Reception staff	September 2016	Writing area Write dance	Children can write using different implements.	HT	MS
Reception-To teach the joining of letters within a grapheme using handwriting pen.	Reception staff	January 2017	Handwriting pens PPA	Children can use a handwriting pen correctly to join letters together.	HT	MS
Reception- Key words will be joined when writing.	Reception staff	January 2017	word cards	Children will join the reception key words when writing.	HT	MS
Year 1- To teach children how to join different graphemes within a word.	Year one staff	September 2016	traceable, laminated sheets word cards handwriting books curriculum time handwriting pens	Children will be able to use the entry strokes and joins when writing.	FB	Literacy team

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
Year 2- To teach discrete handwriting lessons linked to phonics or spelling sessions.	Year 2 staff	September 2016	handwriting books handwriting pens handwriting booklets curriculum time	Children write using a joined handwriting style. Handwriting lessons support children's spelling.	VH	Literacy Team
To model joined handwriting to children.	All staff	September 2016 Ongoing	cursive script license	Children are exposed to the school's handwriting style and staff model how to join their work.	HT	Literacy Team
To provide all staff with INSET regarding the new expectations of handwriting across the school.	All staff	September 2016	inset	All staff are aware of new expectations.	HT	Literacy Team
To ensure that adult handwriting models the expected standard when marking children's work.	All staff	September 2016	Marking time	Staff are modelling handwriting expectations when marking work.	SLT	Literacy Team
To display an example of expected handwriting in each classroom.	All staff	July 2016	Display space	Children know what the expectation of handwriting is in their year group.	SLT	Literacy Team
To insist on joined handwriting for every piece of written work.	All staff	KS2- September 2016 Year 1- April 2017 Year 2-	Curriculum time Marking time	Children use joined handwriting in all areas of the curriculum including homework.	SLT	Literacy Team

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
		January 2017 Ongoing				
For incorrect letter formation to be corrected whenever a child is working with an adult (this should not be the sole focus of intervention work though).	All staff	KS2- September 2016 Year 1- April 2017 Year 2- January 2017 Ongoing	Curriculum time	Children use joined handwriting in all areas of the curriculum including homework.	SLT	Literacy Team
Each class to award a handwriting/presentation certificate each week.	All staff JM	September 2016 Ongoing	certificate	A child in each class is presented with a certificate weekly. Profile of handwriting is heightened.	SLT	LiteracyTeam
To introduce a handwriting and presentation award for presentation in an end of half term assembly.	JM All teaching staff HS	October 2016	certificate special pens	The profile of handwriting will be heightened.	SLT	Literacy Team
To display examples from all year groups of exemplary handwriting and presentation.	All staff	October 2016	display board	The profile of handwriting will be heightened.	SLT	Literacy Team

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
To update our school handwriting policy.	EL EM	July 2016	policy inset	Our school policy is updated in line with new expectations.	SLT	HT
To reward joined, neat handwriting with a pen license from as early as year 1.	All staff JM	September 2016 Ongoing	pen licenses certificate	The profile of handwriting will be heightened.	SLT	Literacy Team
For the vast majority of children to be writing in pen by the end of year 2.	Year 2 staff	September 2016	curriculum time	The vast majority of children will be writing in pen by the end of year 2.	SLT	LiteracyTeam
To purchase additional handwriting pens so that all children can use a pen when required.	EL RB	July 2016	Handwriting pens	All resources required are purchased.	HT	Literacy Team
For intervention resources to be organised.	HS	July 2016	Intervention resources	Motor skills intervention is fully prepared for.	Literacy Team	HS
To provide ongoing parental support in the school's new handwriting expectations.	MS Literacy Team JM All staff	September 2016 Ongoing	website space workshops parents' evenings	Parents are aware and supported in school's handwriting expectations.	HT	Literacy Team

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
To plan and timetable a weekly spelling lesson, focusing on the rules of spelling.	All staff KS1-KS2	September 2016 Ongoing	Timetable PPA	Spelling will improve across the school.	Year and Phase group leads	Literacy Team
Whole school spelling scheme to be followed consistently by each year group.	All staff	September 2016 Ongoing	Curriculum time	All spelling rules will be covered in each year group as appropriate.	Year and Phase group leads	Literacy Team
Weekly spellings to be tested incorporating some unseen spellings which follow the rule and also previous spellings.	All staff	September 2016 Ongoing	Curriculum time	Children can recall previous spelling rules.	Year and Phase group leads	Literacy Team
Each class to have a display of non-negotiable words.	EM EL All staff	July 2016 Ongoing	Marking time Display Website space	Children's spelling will improve.	Year and Phase group leads	Literacy Team
Non-negotiable word lists to be distributed along with pupil passports.	EM EL All staff	September 2016	Spelling lists	Pupils and parents aware of expectations.	Year and Phase group leads	Literacy Team
At age appropriate degrees, have a zero tolerance of the incorrect spelling of high frequency words.	All staff	September 2016 Ongoing	Marking time word lists	Children will spell high frequency words correctly consistently.	Year and Phase group leads	Literacy Team

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
All staff to be aware of spelling expectations and the high frequency word lists.	All staff	September 2016	inset	All staff will be aware of the increased spelling expectations and the high frequency word lists.	Year and Phase group leads	Literacy Team
KS2- To provide children with individual spelling sheets where corrected spellings are recorded in their rough books.	KS2 staff	September 2016	Curriculum time	Children to have individual spelling sheets where corrected spellings are recorded. Spelling will improve.	Year and Phase group leads	Literacy Team
Whole school spelling award scheme to be introduced.	EL	September 2016	Teacher time certificates	Children are rewarded for improvement in spelling.	Year and Phase group leads	Literacy Team
Phase group spelling bee competitions to be organised.	All staff	January 2017 Summer term- Reception	assembly time curriculum time spelling lists prizes	Phase group word lists are tested regularly.	Year and Phase group leads	Literacy Team
Spelling detective cards to be issued to all children.	All staff and children	July 2016 ongoing	Spelling detective cards	Children are looking for incorrect spellings in real life.	Year and Phase group leads	Literacy Team
Display for children to show off examples of incorrect spelling in real life.	All staff and children	July 2016 ongoing	Spelling detective cards display board	Common misconceptions are identified and corrected.	Year and Phase group leads	Literacy Team

Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
Single word spelling test carried out at the beginning of each term.	All staff	September Termly	SWST	Children with a low spelling age will be highlighted and intervention put in place.	Year and Phase group leads	Literacy Team
Spelling word maps to be created at the beginning of new topics.	All staff	September 2016 Ongoing	display space	Children will be able to spell topic specific words successfully.	Year and Phase group leads	Literacy Team
Rising Stars spelling tests to continue to be carried out half termly.	All staff	October 2016 Ongoing	Rising stars tests	Children's spelling progress will be assessed.	Year and Phase group leads	Literacy Team
Spell track spelling intervention to be made available on computers in the new school.	JM	January 2017	Spelltrack on laptops	Spell track is available for targeted pupils to improve their spelling.	Year and Phase group leads	Literacy Team
New dictionaries and thesauruses to be organised or ordered for each class.	EM/EL	July 2016	Dictionaries Thesauruses	Appropriate dictionaries and thesauruses are available in every class.	Year and Phase group leads	Literacy Team
Dedicated time given for children to proof read their work using a dictionary where appropriate.	All staff	September 2016 Ongoing	Dictionary Curriculum Time	Children are given allocated time to edit and improve their work using a dictionary.	Year and Phase group leads	Literacy Team



Action	Personnel Involved	Timescale	Resources	Success criteria	Monitoring	Evaluation
To purchase 'spell fix' app for the ipads to target individual year group spelling lists.	JM	January 2017	Capitation	Spelling resources available on the ipads.	Year and Phase group leads	Literacy Team
To update spelling intervention programmes in line with new spelling curriculum programmes.	HS	October 2016	SENCo time Resources Capitation	Interventions programmes are updated.	Year and Phase group leads	Literacy Team
To train teaching assistants in new spelling interventions.	HS	October 2016	SENCo and TA release time	Teaching assistants are confident in delivering new spelling interventions.	Year and Phase group leads	Literacy Team
To teach children how to use the look, say, cover, write check spelling sheets.	All staff	September 2016 Ongoing	Spelling sheets Curriculum time	Children learn their spellings correctly.	Year and Phase group leads	Literacy Team
To introduce scrabble and boggle to the zone.	Zone staff	September 2016 Ongoing	scrabble boggle	Children can play spelling games.	Year and Phase group leads	Literacy Team

## **Disability Equality Scheme & Accessibility Plan 2015-17**

Hacton School's mission statement is 'Personal Excellence'. Our school is committed to equal opportunities for all its pupils and our school is one in which the teaching and learning, achievement, attitudes and well being of every pupil matter.

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education from September 2002, the Governing Body has three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Hacton School to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act.

- Increasing the extent to which disabled pupils can participate in the school curriculum;
  - Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - Improving the delivery of information which is provided in writing for pupils who are not disabled.
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- A full copy of our Disability Equality Scheme/Accessibility Plan.

## Action Plan including the Accessibility Plan

### Short Term

Target	Strategies	Outcome	Timetable	Goals achieved
Contact is continually maintained with a British Sign Language Tutor to lead INSET for staff/sessions for parents when applicable.	School Fund courses/workshops.	More staff and parents have awareness and can use BSL	Ongoing	Greater understanding of BSL amongst all staff and parents. Better communication between UHIC pupils and other pupils.
BSL Club continues to be run for both Infant and Junior pupils weekly.	Junior and Infant club run weekly.	Pupils understand BSL and can communicate with UHIC pupils.	Ongoing P-HIC	Greater understanding of BSL amongst all staff and parents. Better communication between P-HIC pupils and other pupils.
Continue to support speech therapy across the school by use of qualified speech and language therapist and trained TA's P-HIC.	Speech therapy room. TA with speech therapy training.	Being able to provide speech and language support where appropriate.	Ongoing	Greater support for pupils with speech/language delay.
Ensure all P-HIC pupils/SEN pupils have full access to all extra curricular clubs.	Communicators / extra staff at clubs where appropriate.	P-HIC/SEN pupils take a full and active part in all extra curricular activities.	Ongoing	More P-HIC/SEN pupils take part in extra curricular activities.
To upskill all staff by giving access to all SEN/disability awareness courses run across Borough and keeping them informed of LA and Government initiatives.	Courses. MLE Staff meetings	Staff increased awareness and ability to support.	Ongoing	Staff upskilled

Target	Strategies	Outcome	Timetable	Goals achieved
To keep parents informed of suitable activities for disabled pupils and their siblings.	Creation of a SENs room on MLE. Paper copies of leaflets for families who do not have computers	Families are informed of activities and events for their children.	Ongoing	Families are informed of activities and events for their children.
Progress of disabled pupils is tracked and reviewed.	A new code entered into tracking spreadsheet to identify pupils.	SENCo is given data about pupils who are disabled.		Tracking data is used to ensure progress of disabled pupils is of a high level.
To gauge the views of pupils about their provision at least twice yearly.	Pupil input on IPPs. Occasional meetings and questionnaires to ascertain their views.	Meetings allow pupils to discuss views about the provision for their education.	Ongoing	Views of pupils are used to shape future developments.
To ensure that the Equality Plan is incorporated within school policies as they are revised.	Staff meeting / co-ordinator release time.	The principles of the DES are used to shape all school policies leading to increased access to all school areas/subjects.	Ongoing	All school policies include a reference to the school Equality Plan.
To explore a method of asking parents for the support that they need to access meetings/school events.	Entry form. Return slips for events include an invited comment about any access support needed.	Parents are able to take a full part in their child's education.	Ongoing	Database of needs is established and staff are aware how to communicate with all parents.
To have a mobile phone in the office that deaf parents could use to text messages/receive messages on.	Mobile phone	Deaf parents have a contact point which does not rely on 2 <sup>nd</sup> /3 <sup>rd</sup> party support.	Ongoing	Mobile phone number is shared with parents who need it. Messages are sent when appropriate.

Target	Strategies	Outcome	Timetable	Goals achieved
To ensure that deaf parents receive all communications through written notes or via Parentmail including 'out of the blue' announcements.	Database of needs. Handover book	Parents are able to take a full part in their child's education.	Ongoing	Database of needs is established and staff are aware how to communicate with all parents.
Access to the swimming pool is reviewed regularly, up to its closure in October 2016.	School explores aids that will allow access for all to the swimming pool.	All pupils can go swimming.	Ongoing	All pupils have access to the swimming pool.

## Action Plan including the Accessibility Plan

### Long Term

Target	Strategies	Outcome	Timetable	Goals achieved
Provision for disabled toilet in new school when built January 2017.	Incorporate in school plans.	Disabled toilet for boys and girls.	Sept 2016	Accessibility to disabled toilets across whole school.
Provision for adult disabled toilet made in the new school.	Grant application / funding.	Disabled toilet for adults.	Sept 2016	Accessibility to disabled toilets for all visitors to the school.

## Teaching Staff

## Areas of Responsibility

Mr N Emes	Headteacher, Curriculum Manager, School Budget and Finance, Child Protection, H & S, Staffing, Performance Management, Premises, NQT Induction
Mrs E Leslie	Deputy Headteacher, Cross Curricular Links, Staff Development Assessment, Pupil Voice
Mr J Coombes	TLR 2B Y5/6 Phase Leader, Science Coordinator
Mrs M Stephenson	TLR 2B Foundation Phase Leader, EYFS Curriculum & Assessment Coordinator for Wrap around Care
Mrs F Burks	Y1 Year Leader / Joint Computing Coordinator
Miss L Claridge	PE Coordinator
Mrs H Standen	SENCo/Inclusion/G&T/EAL Coordinator
Mrs E Mason	Assistant Literacy Coordinator
Miss K Samuels	Joint Mathematics Coordinator / Assistant Music Coordinator
Miss K Vlastic	Humanities Coordinator
Mrs R Neville	TLR 2B Y3/4 Phase Leader, Joint Computing Coordinator
Mrs K Batty	D & T Coordinator
Miss V Hornsby	Y2 Year Leader/Joint Mathematics Coordinator / Assistant ML Coordinator
Mr R Teasell	
Miss L Horn	Joint PSHE Coordinator
Miss E Riley	
Miss J Wells	Music Coordinator
Miss Lucy Masters	NQT
Miss Sharon Birk	NQT

## P-HIC Staff

Mrs N Beange	Joint Teacher in charge of Provision +2 SENS Teacher of the Deaf
Miss M Mead	+2 SENs Teacher of the Deaf / Joint PSHE Coordinator
Mrs J Murphy	+2 SENs Teacher of the Deaf / Art Coordinator
Mrs A Stevens	Communicator
Mrs W Golding	Communicator
Miss A Ash	Communicator
Mrs J Redwood	Nursery Nurse

## Nursery Nurses

Mrs C Caston  
Mrs L Holland

## Swimming Instructor (until October half term 2016)

Mrs R Johnson

## HLTAs

Ms V Dobson  
Mrs J Perry  
Mrs P Morton  
Mrs J Secular (*not timetabled for 2016/17*)

## Classroom Assistants

Mrs L Gray	Mrs P Morton
Mrs C Ward	Mrs Cordaro
Mrs J Secular	Mrs T Marriner (SENs)
Mrs J Perry (Janet)	Mrs S Dible
Mrs J Pinato (SENs)	Ms V Dobson
Mrs D Procter (SENs)	Mr P Manning (SENs)
Mrs K Georgiou (SENs)	Mrs L Cornish (SENs)
Mrs J Perry (Jackie)	Mrs J Bushnell (SENs)
Mrs T Boyle (SENs)	Miss S Flint (SENs)
Mrs E Wright	

## Speech & Language Teaching Assistant

Mrs C Dodge

## Office Staff

Mrs P Munro	Mrs S Ware
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## Finance Officer

Mrs R Barton

## Midday Assistants

Mrs L Cordaro	Mrs J Pinato
Mrs J Bushnell	Mrs S Dible
Mrs N Cottee	Mrs S Pittaway
Mrs D Leighton	Mrs S Barden
Mrs D Barham	Mrs C Holman
Mrs A Gammans	Mr P Manning

## Site Manager

Mr S Cox

## Cleaners

Mrs C Patis	Mrs V Dobson	Mrs S Pittaway
Mrs J Pinato	Mr M Floyd	Mrs J Clarke

## Reading Partners (Volunteers)

Mr K Hobson  
Mr P Evans  
Mrs P Redgewell



The school believes strongly in the need for the continuing professional development for all staff, both teaching and non-teaching and indeed all volunteers who are involved in the teaching of its pupils.

The school follows the Teacher Standards which came in to force in September 2012 and Hacton Primary School also implemented the new National Appraisal/Capability Policy. Staff were consulted on these. The school have also discussed and agreed Career Stage Expectations for teachers, with regard to the Teacher Standards. The Appraisal process is linked very closely to the new Teacher Standards and agreed Career Stage Expectations. A new pay policy was also discussed and agreed by staff at the end of the summer term 2014, and was last reviewed in July 2015.

Appraisals in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

Since September 2014 all Senior Leaders have been involved in the performance management of teaching staff.

The new cycle of appraisal for teachers will commence from the start of the autumn term 2016. All non teaching staff will also be involved in a new performance management/appraisal cycle based on the current model commencing from the start of the autumn term 2016.

The changes to leadership pay have been incorporated into our pay policy with effect from October 2015.

The school is committed to supporting local training institutions by assisting with NNEB Induction, Trident work experience students and other secondary students as well as students from teacher training colleges.

The school buys into the services of GBSU who, in turn, inform Governors of any new statutory responsibilities and available training.

## Head Teacher Performance Management

### Reviewers

Mr T Steel (Governor)  
 Mr R Gray (Governor)  
 Mr B Lythell (Governor)

Mr N Emes

Mrs E Leslie

Mrs R Neville

Mrs F Burks

Mrs M Stephenson

Mr J Coombes

Miss V Hornsby

Mrs N Beange

Teacher i/c P-HIC (to arrange  
 Performance management  
 Reviewers for communicators)

Mrs J Murphy

Mrs N Beange

Miss L Horn

### Reviewees

Mr N Emes (Headteacher)

Mrs E Leslie  
 Mr J Coombes  
 Miss V Hornsby

Mrs M Stephenson  
 Mrs F Burks  
 Mrs R Neville

Miss K Vlastic  
 Miss L Claridge  
 Miss J Wells

Mentoring NQT Miss S Birk

Miss E Riley  
 Miss L Horn  
 Miss L Masters

Mrs E Mason  
 Miss K Samuels  
 Mrs K Batty

Mr R Teasell

Mrs J Murphy  
 Miss M Mead

Mrs A Stevens  
 Mrs W Golding  
 Miss A Ash

Mrs N Smith  
 Mrs T Boyle  
 Mrs B Buckley

Mrs J Redwood

Mrs C Caston  
 Mrs L Holland

Communicator  
 Communicator  
 Communicator

TA  
 TA  
 TA

Nursery Nurse

Nursery Nurse  
 Nursery Nurse

## Teaching Assistants

All teaching assistants are performance managed by SENCO, Mrs Hayley Standen apart from those in EYFS and P-HIC.

### EYFS

Mrs M Stephenson  
Miss E Riley  
Miss L Masters

Mrs E Wright  
Mrs L Gray  
Miss V Dobson

Mrs F Burks  
Miss S Birk  
Miss V Hornsby  
Mr R Teasell  
Miss K Vlasic  
Mrs R Neville  
Miss L Claridge  
Miss J Surman-Wells  
Mr J Coombes  
Mrs Standen / Mrs Batty  
Mrs E Leslie  
Mrs K Samuels  
Mrs H Standen

Mrs J Perry  
Mrs S Dible  
Mrs P Morton  
Mrs C Ward  
Mrs A Bartaby  
Mrs J Secular  
Mrs K Georgiou  
Mrs L Cornish  
Mrs L Cordaro  
Mrs L Cordaro  
Mrs T Marriner  
Mrs J Perry  
Mrs D Procter / Mr P Manning / Mrs J Pinato & Mrs L Cornish

### ICT Technician

Mrs F Burks / Mrs R Neville

Mr J Moore

### Administrative Staff

Mr N Emes

Mrs S Ware

Mrs S Ware

Mrs P Munro  
Mrs R Barton

### Linking Budget to School Improvement Priorities

The main overarching objective of any school improvement plan is to improve the quality of learning and teaching, so that all pupils are thoroughly engaged in their learning and that the achievement and attainment of every pupil is optimised.

Hacton's Mission Statement is '*Personal Excellence*' for every pupil.

Hacton Primary was graded 'outstanding' by OFSTED in all areas (December 2015). We are truly proud of this judgement, however, we will continue to improve still further,

A very major improvement priority for 2016/17 is to move to our brand new £9m school, currently being constructed on our school field in January 2017 and then gradually increase in size to three form entry, which commences in Reception in September 2016. This key priority is not included in our school improvement priorities, however, but included in sites and building.

Significant school budget as well as EFA funds will be required to ensure the new school is fit for purpose; has all relevant new ICT and communication systems, and furniture, fittings and equipment necessary both internally and externally. Much existing FFE will be used in new school, however, new classroom furniture will be purchased for up to 6 classrooms.

The school is also likely to require funding from the Local Authority for replacement 'sound field' systems in the new school. It is also hope they will fund the bifolding doors required in the new hall, so that it can be partitioned when necessary (approximately £25k).

Our move from 2 form to 3 form entry in September 2016, will also mean the school has to take on an extra Teacher and teaching assistant in the new Reception class (cost approximately £42,000)

### School Improvement Plan/Budget Implications

- All teaching staff at Hacton Primary School from YN to Y6 are given over and above statutory PPA time covered by either teachers or HLTAs. This has been built into the 2016/17 budget at a cost of approximately £45k.

We have 3 new teachers this year including 1 newly qualified teacher.

- To ensure all teachers are adequately supported and can concentrate on the teaching and learning of pupils, all teaching staff are given two hours administrative time per week from a teaching assistant (approximately £17,000 per year)
- £5,000 plus supply costs of £3,000 have been allocated in the school budget for 2016/17 for 'Continuing Professional Development' of all staff (teaching and non-teaching staff) amounting to £8,000.
- The school always does all in its powers to recruit the very highest calibre of teaching and non teaching staff.

Additional costs related to actions in our School Improvement Plan for 2016/17 include:

### Priority 1

▪ Leadership time for science coordinator.	£ 300
▪ Prizes for weekly science challenge.	£ 100
▪ Cost of weekly science club.	£ 200
▪ Science week costs.	£ 800
▪ Release time to disseminate outstanding teaching and learning.	£ 300
▪ Inset / CPD for staff and release time.	£ 300
▪ Science capitation for new resources.	£ 500
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	£ 2,500
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### Priority 2

New handwriting resources; certificates, pen licences, pens.	£ 350
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### Priority 3

New spelling resources; spelling detective cards, rising stars tests, dictionaries, thesauruses, new apps for ipads, new spelling intervention programmes, spelling games for Zone.	£ 600
SENCo release time to update spelling intervention programmes.	£ 300
CPD training for Teaching Assistants.	£ 100
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	£ 1,000
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On top of these costs over 85% of school budget is spent on the very best quality and value for money in staffing; our staff support all of our pupils in their teaching and learning and all other aspects of school life, so that our pupils are happy in school, motivated and eager to learn and fulfil their potential.

### Site and Premises

A brand new £9m three form entry Primary School is currently being constructed through the Government's Priority School Building Programme Regional Framework. Contractors doing the work are Galliford Try and the school has worked closely with the EFA and Galliford Try in the planning and design of the new school.

It is currently anticipated that our new 3 storey school will be completed by 5<sup>th</sup> December 2016. The school will therefore break up for Christmas 2016 on 14<sup>th</sup> December. 5 unavoidable closure days will then be used to move all resources from our current school to the new, all classrooms, teaching areas and office areas will be set up, furniture set out and all necessary checks carried out. The inset day at the beginning of the spring term will be used by Galliford Try to inform all staff about health and safety in the new school and familiarisation with all new systems in the new school.

After we have moved into our new building, the current school opened in 1948 will be safely demolished. Due to asbestos, this work will take 6 months and our current school site will then be made into a 80m by 40m school field. No school land will be lost as the new school has a smaller footprint than the current school, we will have field both in front and behind the new school.

Although the move to a brand new school is a very exciting prospect and the fruition of well over 3 years work, it will bring with it a number of issues that we will have to address:

- Storage space is 95% less than our current school.
- Over £200k has been spent on outdoor canopies, gazebos and EYFS and Y1/2 outdoor areas in the last 10 years. We move to a new school with a blank canvas and will have to start again.
- We will have only one large hall of 240m<sup>2</sup> rather than our current 3 halls totalling over 500m<sup>2</sup>. This space will have to be used as a dining hall as well as being utilised to best effect for PE, dance, drama, assemblies and visitors.
- We will have to fit bifolding doors in the hall area, so that it is big enough to use for whole school assemblies, performances, etc. when we are full to capacity, but also to split into 2 halls when required for separate Infant and Junior Assemblies, PE dinner time etc.
- Our current school's large number of intervention areas will be reduced significantly so we will have to make the best use of all space we have for teaching and learning.

Initially when the new school opens in January 2017 we will have 6 spare classrooms and we will not be full to our new capacity of 650 pupils until September 2022.

We received a budget of £230k in June 2016 from the EFA to spend as detailed below:

£172k ICT

£48k FF and E

£10k Additional Grant

Between July and November 2016 the school will ensure it gets the very best value for money in sourcing:

- All relevant admin and curriculum servers
- 70" interactive screens for each class area and hall to replace current interactive whiteboards.
- New laptops, ipads and new storage solutions to ensure hardware is fully utilised and can be stored safely in class areas.
- New telephone and communication systems.
- New classroom furniture and equipment for all Y1/2 classrooms.
- New portable dining room furniture.
- Newly fitted office furniture.

From the school's own budget absolutely essential items that need to be purchased and installed prior to moving in are:

- EYFS outdoor canopies (approx. £70k)
- Bifolding doors for all (approx. £30k)

There will be many other resources that will be required once we have seen and visited the new school. Prioritising what can be done and when and what cannot be done will be a difficult decision that Governors in consultation with myself and staff will have to make.