



## **Strategic Overview 2017 - 2020**

### **Views of learners, Parents/carers and Other stakeholders**

- Continue to develop voice of the child.
- Completion of brand new £11m school and then develop EYFS outdoor provision, outdoor MUGA, gazebo and gym for KS2 pupils.
- To ensure new school is safe, secure and an exciting environment for pupils to learn.
- To continue to provide 'school based extended school' provision from 7.45-6.00 daily in term time at our new school.
- 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, and wherever possible improved still further.
- 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.

### **Strategic Overview 2017 - 2020**

#### **Personal development and well being**

- 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 / Google Drive in to our school which impacts upon pupils' learning.
- 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' and new 'sugar tax' 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.
- To continue to improve quality of learning and teaching so that at least 100% of teaching is good and 45 – 50% 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).
- To continue to develop distributed leadership across the school and make most effective use of all staff expertise and talents.
- To restructure and increase the Senior Leadership capacity of the school by employing 2 Assistant Headteachers for

#### **Quality of Provision**

#### **Leadership and Management**

### **Strategic Overview 2017 - 2020**

EYFS / KS1 and KS2.

#### **Site, Buildings and Resources**

- TO restructure school Middle Leadership so that the school has Year Group leaders rather than 'Phase Leaders', as the school grows from 2 form to 3 form entry.
- To continue to work in collaboration with DFE and EFA in the completion and snagging of Phase 2 of the new school to ensure access to new school is safe and secure for all pupils and staff and that fields, playgrounds and footpaths are all fit for purpose and can be used immediately.
- To ensure Phase 2 of school's transition to our new building remains as smooth and seamless as possible.

## Whole School Priorities 2018-19

1	To continue to improve the achievement and attainment of reading comprehension across the school with particular emphasis on Pupil Premium pupils.
2	To broaden and enhance our curriculum offer still further through a minimum expectation of knowledge and experiences offered in science and humanities for each year group.
3	To academise with Empower Learning Academy Trust and increase the Senior Leadership capacity of our school with the appointment of two Assistant Headteachers.

**Priority 1 To raise the profile, achievement and attainment of reading comprehension across the school.**

<b>Action</b>	<b>Personnel Involved</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Evaluation</b>
Continue to provide a weekly inference challenge as early morning work.	All staff from Year 1-6	Ongoing from September	Time Bank resources	Children have more opportunities to make inferences.	NE	Phase Leaders
Organise read around mornings between classes with a focus on comprehension.	All staff EL make a timetable	Ongoing from September Minimum half termly	Timetable curriculum time	Children will have the opportunity to read with other year groups. profile of reading is raised.	NE	Phase Leaders
Train a number of reading buddies to support children in younger year groups.	EL Staff to identify buddies and key children for intervention	January 2018	Training materials Badges for reading buddies	Profile of reading is raised. Additional support is given to children who require it.	NE	Literacy Team
Recruit and train reading partners in questioning.	EL	November	Training time EL time Reading buddy time.	An increased number of reading partners who are well trained.	NE	Literacy Team
To ensure that guided reading expectations are progressive across the school and consistent across a phase using Prim-ed/reading explorer resources.	All staff	Ongoing from September 2018	PPA time	Guided reading is progressive and consistent throughout the school.  PHIC pupils are involved in guided reading.	NE	Literacy Team

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Continue to timetable reading aloud to our classes.	All class teachers	Ongoing from September	Curriculum time	Children are exposed to high quality modelling of reading and the profile of reading is raised.	NE	Phase Leaders
To run a literacy week.	All staff	March 2019	curriculum time	The profile of reading is raised.	NE	Literacy Team
To produce reading videos for the website to model the expected standard in reading for each year group.	JM YGL	July – September 2018	JM time Cover time for teaching staff	Parents are fully aware of end of year expectations for each year group.	NE	Literacy Team
To run parent workshops to model reading comprehension strategies.	YGL	By October half term 2018	Videos of reading  Examples of books  YGL time	Parents will know how to support their children with reading comprehension.	NE	Literacy Team
To run read around mornings in year 1.	Year 1 staff	Ongoing 1 x weekly	Curriculum time	Read together mornings are up and running successfully	NE	Literacy Team

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To incorporate key words from comprehension texts on weekly spelling sheets.	Teaching staff	Ongoing	PPA time	Less time is spent discussing key vocabulary. Children's vocabulary is widened and teaching time increased.	NE	Literacy Team
Invite parents into reading comprehension lessons.	Teaching staff	Ongoing up to 3 x yearly  Starting in Autumn Term.	Curriculum time	Parents have the opportunity to be involved in comprehension lessons.	NE	Literacy Team
To launch the 'Wordly Wise' initiative.	Teaching staff DM &VH assembly JM EL	Ongoing	JM time EL time Letters to parents website booklets	Parents are aware of the importance of general knowledge.	NE	Literacy Team
To print 'Wordly Wise' booklets.	JM SW	July 2018	Printing JM time	Booklets printed.	NE	Literacy Team
To run a weekly 'Wordly Wise' assembly.	DM VH	From September 2018	Assembly time	Children engaged in weekly topic.	NE	Literacy Team



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To maintain a 'Wordly Wise' display board.	DM VH	From September 2018	DM VH time	Board updated each half term relating to theme. Children engaged with topic.	NE	Literacy Team
To upload word of the week onto the website in line with the 'Wordly Wise' initiative.	JM	From September 2018	JM time (every <b>Friday</b> for <b>Monday</b> launch) Web space	Children and parents exposed to key vocabulary.	NE	Literacy Team
To identify key vocabulary in Year ½ reading books.	FB VH MS KV	July 2018	Y1/2 staff time	Key vocabulary identified for parents.	NE	Literacy Team
Purchase non-fiction texts for class libraries.	YGL leads	July 2018	Literacy capitation	New books purchased.	NE	Literacy Team
Reading materials available for playground use.	PM	From September 2018	Literacy capitation	Children have an increased opportunity to read.	NE	Literacy Team

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Utilise first news, the week junior, Aquila and whizz, pop bang, newsround and did you know resources and raise their profile.	MS EL Teaching staff	From September 2018	magazines papers	Children have an increased opportunity to read.	NE	Literacy Team
Use a google map slide for classes to use during Newsround/do you know? Time.	DM	From September 2018	Curriculum time DM time	Children have a better knowledge of the world.	NE	Literacy Team
Pupil premium- ensure all staff are aware of who their PP children are.	All staff	From September 2018		All staff know who their PP children are.	NE	Literacy Team
Pupil premium- ensure all staff are aware of what is being done for their PP children.	All staff	From September 2018		Clear intervention/support in place for PP children.	NE	Literacy Team
Pupil premium- plan experiences for the PP/vulnerable children (Olympic park/theatre/museum/beach).	HS HN	From September 2018	PP funding Staff time	PP/vulnerable pupils are given a range of experiences.	NE	Literacy Team

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Video clips/music/pictures used to stimulate comprehension discussion.	Teaching staff	From September 2018	Curriculum time	Children are engaged in new ideas and knowledge.	NE	Literacy Team
Run general knowledge clubs for KS1 and KS2.	HS MS	From September 2018	Extra-curricular time	Increased opportunities for pupils.	NE	Literacy Team
Re-launch the reading certificates related to boarding cards.	Literacy Team Class teachers	From September 2018	Certificates	Increase the profile of reading.	NE	Literacy Team
Introduce a whole school minimum expectation for reading at home: 3 times weekly with a signature in records.	Year 1-6	From September 2018	Checking reading journal time  Staff/reading partners hearing readers	Children will read more regularly at home.	NE	Literacy Team
Reward children who read 3 x weekly.	All staff SLT	From September 2018 1 x termly	capitation	Children are motivated to read more regularly.	NE	Literacy Team

**Priority 2** To broaden and enhance our curriculum offer still further through a minimum expectation of knowledge and experience offered in science and humanities for each Year group.

<b>Action</b>	<b>Personnel Involved</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Evaluation</b>
Timetable staff to generate 'The knowledge'.	All teaching staff JM	June 2018 for Autumn/Spring Term February 2019 for Summer Term	Printing Teacher time JM time	Staff are released.	NE	YGL Humanities/Science co-ordinators
Gather the necessary 'knowledge' for each subject area.	Teaching staff EL	June 2018 for Autumn/Spring Term February 2019 for Summer Term	Teacher time	'The knowledge' is ready for each subject area.	NE	YGL Humanities/Science co-ordinators
Review boarding cards in line with current curriculum.	Teaching staff JM time	July 2018	Planning meeting time/PPA	Boarding cards are reviewed.	NE	EL
Broaden the experiences we have on offer to pupils during curriculum time (theme days, wow experiences, skype, trips and visitors).	All staff	Ongoing	staff meeting	Children are given a broad range of experiences that enhance the curriculum offer.	NE	YGL
JM to be given time to update boarding cards and 'knowledge' cards.	JM YGL	July 2018	JM time	Boarding cards are updated and sent to the printers.	NE	YGL

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Audit resources (including online) and artefacts available for supporting the curriculum and order new, engaging resources to support the curriculum.	All staff  Humanities and science co-ordinators  Mr Manning	June 2018 for capitation bids	humanities and science capitation	Year groups have the necessary resources to support and enhance the curriculum, promoting active learning.	NE	Science and Humanities co-ordinators  YGL
Link with ELAT secondary schools to utilise subject expertise.	Science and Humanities co-ordinators  YGL KS2	September 2018-ongoing	Secondary resources/teacher time	Secondary expertise is used to enhance teaching and learning in humanities and science.	NE	Science and Humanities co-ordinators  YGL
Provide staff with the flexibility to alter timetables where appropriate.	All teaching staff	Ongoing	Curriculum time  PPA time	Staff will have more flexibility to alter timetable to enhance children's learning experience.	NE	Science and Humanities co-ordinators  YGL
Look at the national curriculum statements for history and geography and review 'skill' teaching.	All teaching staff	September 18-ongoing	staff meeting PPA time	Children are given the skills to become historians and scientists.	NE	Science and Humanities co-ordinators  YGL
Upload 'The Knowledge' onto website.	JM	September 18	JM time web space	Parents can access 'The Knowledge'.	NE	YGL

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Complete 'The Knowledge' quiz at the beginning and end of each new topic.	All teaching staff	September 18-ongoing	lesson time	Children will know 'knowledge' at the end of a topic that they didn't know initially.	NE	Humanities and Science Co-ordinators  YGL
To purchase multiplication games for the playground and zone.	All staff	Spring term 2018	Maths capitation	Children have access outside of lesson time to a wide range of learning opportunities in maths.	KM VH	School Council

Priority 3 To Academise with the Empower Learning Academy Trust and increase the Senior Leadership capacity of our school with the appointment of two Assistant Headteachers

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- Academy Order granted May 2018
- Appointment of Primary Governor representative on MAT Board
- Agree priorities for ELAT
- Employ team of Solicitors
- Transfer responsibilities to the Academy Trust
  - Legal Advisor and Headteacher to meet with LA and make arrangements for school's land to be transferred to Academy Trust / land questionnaire completed.
  - Long term lease entered into with LA.
  - Commercial transfer agreement (CTA) records the contracts and staff transferring from an LA maintained school to an Academy. Final CTA to be agreed and signed with LA.
  - TUPE process with staff; to allow school staff to be transferred in to Academy trust.
  - LA / Governors / Legal Advisors / Union reps all involved in ensuring staff are fully informed and TUPE process is carried out correctly.
  - Pension registrations; Trust is responsible for pension arrangements of all school staff.

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- Email Teachers' Pensions (TP) to register with them and transfer the administration of the Teachers' Pension Scheme (TPS) for our teaching staff.
  - Get in touch with Havering LA so they can transfer all our non teaching staff's pensions from the Local Government Pensions Scheme (LGPS) to your Academy trust.
  - Legal advisor to draw up an agreement between ELAT and Abacus.
  - Agreement with Local Authority regarding any snagging works re; new school and future funding of P-HIC.
  - Review contracts with Catering, Security, Software Licenses, SLA's etc.
  - Statutory consultation with everyone interested in school's plans to convert to Academy status. Governing Body to review response and decide what action to take. Inform project lead on consultation.
  - Final agreed version of funding agreement signed and sent back to project lead. Secretary of State will sign, seal and date it.
  - Open Academy bank account at least a month prior to opening as an Academy.
  - Agree a closing balance with LA and transfer all surplus money from former bank account to Academy Trust account.
  - Close old bank account.
  - New financial software purchased.



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- Finance Assistant, Headteacher and Senior Teachers to receive training in new financial software.
  - MAT will have an accounting officer responsible for ensuring we comply with funding agreement when we spend funds (Simon London CEO of Trust).
  - ELAT external auditors appointed to certify our accounts.
  - Register with Information Commissioners office to let them know we are opening as an Academy with ELAT; pay £35 fee.
  - Sort insurance.
  - Ensure all staff have current DBS checks.
  - Establish a new complaints procedure (similar to ELAT).
  - Notify Edubase so they issue our Academy's new unique reference number.
  - Open as an Academy.
    - ❖ EVA will send welcome letter and information pack once we have finished conversion process.
    - ❖ Project lead will confirm date on which EFA will send our Academy its first payment.
    - ❖ Complete Academy financial support grant expenditure certificate and send it to project lead showing how much of support grant has been spent on converting and how much of £25k has been carried forward into our Academy's budget.

Priority 3 To Academise with the Empower Learning Academy Trust and increase the Senior Leadership capacity of our school with the appointment of two Assistant Headteachers

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- Final spending agreement published on Academy website.
- Financial returns sent to EFA.
- Land and buildings valuation completed within 6 weeks of converting to Academy status.
- Work alongside ELAT to improve transition to Secondary schools for Y6 pupils.
- Work with our Secondary colleagues to improve teaching and learning in both KS2 and KS3.
- Secondary Literacy teachers to support Hacton with improvements in Reading Comprehension.
- Work with ELAT to improve Middle and Senior Leadership development and succession planning.
- Potentially work with 1 / 2 other Primary schools locally to increase size of ELAT Primary hub.
- 2 Assistant Headteachers appointed April 2018.
- 2 Assistant Headteachers commence work at Hacton in September 2018 with 50% - 60% class based teaching timetable in Y2 and Y6.

## **Disability Equality Scheme & Accessibility Plan 2016-19**

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.

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
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.

Target	Strategies	Outcome	Timetable	Goals achieved
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.
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.
To continue to ensure new 3 storey 3 form entry primary school is fully accessible for disabled pupils, staff and parents.	Incorporate into school plans.	New school is fully accessible for disabled pupils and adults.	January 2017	Equal accessibility for all.
New interactive 70" screens installed into all classrooms and P-HIC supporting T & L, particularly for P-HIC pupils who rely on more visual learning.	EFA funding	New interactive screens support T & L for all pupils.	January 2017	New interactive screens support T & L for all pupils.
Vehicular access to school is convenient, safe and secure for all P-HIC pupils and that the new vehicular entrance for P-HIC and disabled pupils does not infringe on the safety of all pedestrian pupils.	EFA funding and school budget	Vehicular access is safe, secure and convenient for P-HIC / disabled pupils and pedestrians.	November 2017	Vehicular access is safe, secure and convenient for P-HIC / disabled pupils and pedestrians.
To ensure new field is accessible to all disabled pupils.	EFA funding and school budget	Field is always accessible for wheelchair users.	November 2017	Field is accessible to all.
To ensure the lift can always be used when needed for wheelchair users, whether pupils or adults.	Weekly checks carried out by site manager.	To ensure lift can always be used when needed.	Ongoing	Lift always accessible.

**Action Plan including the Accessibility Plan  
Long Term**

<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timetable</b>	<b>Goals achieved</b>
Over next 4 / 5 years new soundfield systems to be installed into all classrooms of new school.	LA Funding	By 2021 all classrooms will have new soundfield systems.	2016-2021	Accessibility to T & L optimised for P-HIC pupils.

**LIST OF STAFF AUTUMN 2018**

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 D Marshall

Assistant Headteacher KS2  
Assessment  
Literacy  
Computing  
Cross Curricular Links  
Performance Management / Mentor

Miss V Hornsby

Assistant Headteacher KS1  
Mathematics  
Staff Development  
Performance Mangement / Mentor

Mr A Metcalf

Y5 / 6 Phase Leader / Science

Mrs M Stephenson

Y1 Year Leader / Science / Performance Management /  
Mentor

Mrs F Burks

Y1 Year Leader / Joint Computing Coordinator

Miss G Bull

Y3 Leader / Gifted & Talented Coordinator

Miss L Claridge

Y4 Leader / PE Coordinator

Miss L Masters

EYFS Lead / Performance Management / Mentor / Links with  
PVI Settings / EYFS Assessment & Curriculum

Mrs H Standen

SENCo/Inclusion / EAL Coordinator

Mrs E Mason

Assistant Literacy Coordinator

Mrs K Batty

Joint D & T / Maths Coordinator

Mrs J Layzell

Music / Joint Literacy Coordinator

Miss N Zweistra

Miss S Birk

Humanities Coordinator

**LIST OF STAFF AUTUMN 2018**

Miss K Vlastic	Assistant Humanities Coordinator
Mrs L Weafer	Joint Literacy / PSHE Coordinator
Miss E Riley	RE Coordinator
Mrs K Wray	Nursery Lead
Miss R Blunt	
Mrs M Persaud	NQT Year 2
Miss A Sammons	NQT Year 3
Mrs R Neville	Joint Computing Coordinator (Maternity Leave)
Mrs K Mears	Joint Maths Coordinator (Maternity Leave)
<b>P-HIC STAFF</b>	
Mrs H Norford	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
<b>NURSERY NURSES</b>	
Mrs C Caston	
Mrs L Holland	
<b>HLTA's</b>	
Ms V Dobson	
Mrs J Perry	
Mrs P Morton	
Mrs J Secular	



## **LIST OF STAFF AUTUMN 2018**

### **CLASSROOM ASSISTANTS**

Mrs L Gray  
Mrs C Ward  
Mrs J Secular  
Mrs S Dible  
Ms V Dobson  
Mrs D Procter (SENs)  
Mrs K Georgiou (SENs)  
Mrs J Perry  
Mrs T Boyle (SENs)  
Miss H Collins  
Mrs R Seth

Mrs P Morton  
Miss S Flint (SENs)  
Mrs T Marriner (SENs)  
Mrs J Pinato (SENs)  
Mrs E Wright  
Mr P Manning (SENs)  
Mrs L Cornish (SENs)  
Mrs J Bushnell (SENs)  
Mrs D Bailey  
Mrs A Bartaby  
Miss G Dickson (SENs)

### **OFFICE STAFF**

Mrs P Munro

Mrs S Ware

### **FINANCE OFFICER**

Mrs L Cordaro

### **MIDDAY ASSISTANTS**

Mr P Manning  
Mrs J Bushnell  
Mrs S Pittaway  
Mrs A Taylor  
Mrs D Barham

Mrs J Pinato  
Mrs S Dible  
Mrs C Holman  
Mrs S Barden  
Mrs R Seth

Mrs J Charles  
Mrs E Kershaw  
Mrs S Tieu  
Mrs S Killen

### **SITE MANAGER**

Mr S Cox

### **CLEANERS**

Mrs C Patis  
Mrs J Pinato

Mrs V Dobson  
Mr M Floyd

Mrs S Pittaway  
Miss J Woodroof

### **READING PARTNERS (Volunteers)**

Mr K Hobson  
Mr P Evans  
Mrs P Redgewell

## **Performance Management**

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 2017.

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 2017. 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 2017.

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)

#### Reviewees:

Mr N Emes (Headteacher)

**Performance Management**

Reviewers:

Reviewees

Mr N Emes

Mrs E Leslie  
Mr D Marshall  
Miss V Hornsby  
Mrs H Norford

Mr D Marshall

Mr A Metcalfe  
Miss L Claridge  
Miss G Bull  
Mrs H Standen

Miss V Hornsby

Mrs M Stephenson  
Mrs F Burks  
Miss L Master

Mrs M Stephenson

Mrs E Mason  
Mentoring Mrs M Persaud (NQT) with Miss Hornsby

Mrs F Burks

Miss R Blunt  
Miss S Birk

Miss L Masters

Mrs K Wray  
Mrs L Weafer  
Miss E Riley

Mrs H Norford

Mrs J Murphy  
Miss M Mead

Miss L Claridge

Miss N Zweistra

Miss G Bull

Mentoring Miss A Sammons (NQT)

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

Mrs A Stevens  
Mrs W Golding  
Miss A Ash

Communicator  
Communicator  
Communicator

Mrs J Murphy & Miss M Meade

Miss G Dickson  
Mrs T Boyle

TA  
TA

Mrs H Norford

Mrs J Redwood

Nursery Nurse

Mrs K Wray

Mrs C Caston  
Mrs L Holland

Nursery Nurse  
Nursery Nurse

## **Performance Management**

### **TEACHING ASSISTANTS**

Mrs L Weafer  
Miss E Riley  
Miss L Masters

Ms V Dobson  
Mrs L Gray  
Mrs E Wright

Mrs F Burks  
Miss S Birk  
Miss V Hornsby  
Mrs M Persaud  
Mrs M Stephenson  
Miss G Bull  
Miss A Sammons  
Miss L Claridge  
Mrs Batty  
Mr A Metcalfe  
Mrs K Mears  
Mrs H Standen

Mrs J Perry  
Mrs S Dible  
Mrs P Morton  
Mrs D Bailey  
Mrs C Ward  
Mrs A Bartaby  
Mrs J Secular  
Mrs R Seth  
Mrs K Georgiou  
Mrs T Marriner

Mrs D Procter / Mr P Manning / Mrs J Pinato

### **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 L Cordaro

## 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,

2018 saw the completion of Phase 2 of our £10.5m new school in October 2017, making all new access and egress gates and arrangements safe and secure for all pupils and staff and ensuring new school fields and playground areas can be used immediately and utilised effectively.

Our move from 2 form to 3 form entry began in September 2016, will also mean the school has to take on an extra Teacher and teaching assistant in the new Year 2 class in September 2018 (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 2018/19 budget at a cost of approximately £50k.

We have 5 new teachers this year including 2 newly qualified teachers.

- 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 £18,000 per year)
- £6,000 plus supply costs of £3,000 have been allocated in the school budget for 2018/19 for 'Continuing Professional Development' of all staff (teaching and non-teaching staff) amounting to £9,000.
- The school always does all in its powers to recruit the very highest calibre of teaching and non teaching staff.
- £4,000 to be allocated to upskill staff, both mainstream and P-HIC on British Sign Language

Additional costs related to actions in our School Improvement Plan for 2018/19 include :

### Priority 1

- |                         |        |
|-------------------------|--------|
| • Leadership time       | £1,500 |
| • Additional Capitation | £1,000 |

• Additional Pupil Premium expenses (Theatre, Sporting Events)	£2,500
• Extra Curricular Activities	£ 800
• Reading Rewards	£ 500
	<hr style="width: 100%; border: 0.5px solid black; margin-bottom: 2px;"/> £ 5,300 -----

Priority 2

• Leadership / Teacher time to produce ‘knowledge’	£2,000
• Time for SLT / Y6 Teachers to meet / visit ELAT Secondaries	£ 800
• Capitation for multiplication games for Zone / Outdoors	£ 500
	<hr style="width: 100%; border: 0.5px solid black; margin-bottom: 2px;"/> £ 3,300 -----

Priority 3

All costs involved in academisation will be taken from the £25,000 DFE support grant.

On top of these costs, 85% of school budget is spent on the very best quality and value for money staffing; our staff support all 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.

With our growth to 3 form entry over the next 5 years, the Headteacher and Governors have made the decision that is it essential to increase the Leadership capacity of the school, with the appointment of two Assistant Headteachers over the next year; one to oversee EYFS and KS1, the second to oversee KS2 to be appointed in September 2018. Currently the Headteacher is the only non class based teacher in the school, plus Deputy Headteacher 0.5 FTE. By September 2019, the school plans to have 1 Headteacher plus 1.5 FTE leaders non class based. This will have a significant budgetary cost.

## Site and Premises

A brand new £10.5m three form entry Primary school has been 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.

We have been in the new building since January 2017, and other than a number of ongoing snagging issues which, hopefully, will be completed in the summer holidays 2018, all building work is now complete.

We currently have 5 spare classrooms in the new school, will not be full to capacity until September 2022, when we will have 3 forms of entry from Reception through to Year 6. In September 2018 we will have 3 forms of entry in both Reception, Year 1 and Year 2.

As well as the £10.5m cost of the new school; as part of the EFA project, we also received a total of £230k in grants from the EFA to spend on ICT equipment and furniture, fittings and equipment. We have spent £180k+ on new computer hardware for the new school and £50k on new classroom furniture, display boards, dining room furniture, and fitted office furniture (recycled from the old school).

The school has put £65k aside from the school budget in 2018 / 19 to spend on essential projects to do with the new school.

- Improve outdoor facilities at the front of the school through the installation of an outdoor gym, MUGA (outdoor 20m x 12m sports court with astroturf) and gazebo (outdoor shaded class area), big enough for 30 pupils.
- Redesign and develop staff room area into a modern, welcoming space that can be used for meeting, as well as an area for staff to meet, rest and socialise.
- Provide several outdoor log cabins / sheds to increase storage capacity.
- Redevelop rear field, so that it can be regularly used for extra curricular clubs and sporting events.
- Continue to develop interior of new school with new display boards, signs etc. to make it even more welcoming.