



Hook-with-Warsash C of E Academy

Strategic Plan 2024-2025

(Summary)

“Let Your Light Shine”

To provide an inspirational environment based on Christian values where individuals can excel and flourish academically, socially and emotionally, preparing them for life’s journey.

Hook-with-Warsash C of E Academy

The Quality of Education

Behaviour and Attitudes

Personal Development

Leadership and Management

INTENT

To provide an engaging and comprehensive curriculum ensuring all pupils make year on year progress and are aware of what they need to do in order to achieve this.

To foster positive attitudes to learning within the school that embody the school's values and ensure that pupils feel safe.

To provide a range of strategies to promote positive well-being and resilience for all children and staff.

To ensure the leadership of the school promotes high ambitions for all pupils and professional growth for the staff and the governing body.

IMPLEMENTATION

Identify gaps in learning in Reading, Writing and Maths. Target support. Raising standards of teaching in writing and maths to improve GDS outcomes. To ensure that children can apply their maths fluency to become more efficient mathematicians. To improve the application and accuracy of spelling in writing. To ensure teaching and learning embeds the recall of prior learning and child are able to express the purpose of their learning.

Maintain the way in which our Vision and Values underpin the ethos of the school and are evident throughout the curriculum. To further develop children's resilience and independent learning skills to problem solve and face new challenges. Continue to foster and support pupils' well-being through the implementation of the attendance policy. To develop pupil leadership roles, ie prefects/IT monitors/ School and collective worship councils.

Prioritise areas to develop and improve pupil and staff mental health and wellbeing through the use of questionnaires and regular open discussions with all staff. Develop the children's ability to promote social action and advocacy for justice. To further develop the children's resilience to change, challenge and low level disagreements. Enhance ELSA/TALA provision throughout the school.

Work with cluster / core groups to ensure practice is up-to-date and provide feedback to staff. Monitoring and evaluation ensures key milestones are on track to achieve July 2025 outcomes. SLT to support teachers through PPA: coaching, monitor planning, addressing gaps and raising standards. Governors play a full and active role in setting the school's strategic direction and monitoring progression. Develop the roles of members of the senior leadership team.

IMPACT

All pupils will make good progress in all subjects and the percentage of GDS will rise. Spelling in writing and fluency in maths at the point of application will be more secure.

Pupils will show a high level of attendance and be more independent as learners. Pupils will have a higher profile in promoting the values of the school.

Pupils and staff are more able to support themselves and each other and are more resilient. Children are able to voice concerns linked to the wider world

Clear and effective leadership leads to good outcomes for all children and comprehensive curriculum coverage. Staff supported with their own professional development.

Strategic Plan Implementation Overview 2024-2025

Numbers refer to actions on individual subject plans.

Subject and manager	Linked Governor	Autumn	Spring	Summer
Art <i>Emily Ransley/ Matt Ponsford</i>	Gemma Winterton	1,2. Work scrutiny shows that vocabulary books are being used to recall prior learning and that GDS pupils are being provided with appropriate opportunities 2. Network/cluster meetings attended 4. The possibility of art gallery visits has been explored and planned if deemed viable.	1. Pupil voice shows that pupils are able to recall prior learning—SEND pupils to be included in this group of children 2. Network/cluster meetings/conference attended 3. Monitor use of sketch books in school ensuring they are being used for exploration and not just finished pieces 4. Opportunities have been provided to pupils to enter art competitions	1. Work scrutiny shows that pupils are building on prior learning 1,2 Pupil voice shows that SEND pupils are supported with art work and GDS pupils have provided with suitable opportunities 2. Network/cluster meetings/conference attended and feedback provided to staff in art staff meeting 4. Art week has taken place 5. Weaving wall created in environmental area 5. Monitoring shows that art is being displayed in the school grounds.
Assessment <i>David Trotman</i>	Matt Ellis	1. Subject leaders to monitor the coverage and the progression of skills taught throughout the school. 1. Subject lead to monitor the assessment, particularly of vulnerable groups to what actions are being taken to enable catch up. This is to be fed back in a staff meeting. 2. On entry assessment for English and Maths to set catch up criteria. 2. Implement early morning groups 3, End of Milestone assessment to support progress meetings and set next terms objectives 3. Undertake monitoring activities to ensure high quality teaching and set coaching criteria 4. Monitor English and maths planning to ensure coverage 5. Monitor task design to ensure there are greater opportunities to move learning on to greater depth	1. Subject leaders to monitor the coverage and the progression of skills taught throughout the school. 1. Subject lead to monitor the assessment, particularly of vulnerable groups to what actions are being taken to enable catch up. 3, End of Milestone assessment to support progress meetings and set next terms objectives 3. Undertake monitoring activities to ensure high quality teaching and set coaching criteria 4. Monitor English and maths planning to ensure coverage 5. Monitor task design to ensure there are greater opportunities to move learning on to greater depth	1. Subject leaders to monitor the coverage and the progression of skills taught throughout the school. 1. Subject lead to monitor the assessment, particularly of vulnerable groups to what actions are being taken to enable catch up. 3, End of Milestone assessment to support progress meetings and set next terms objectives 3. Undertake monitoring activities to ensure high quality teaching and set coaching criteria 4. Monitor English and maths planning to ensure coverage 5. Monitor task design to ensure there are greater opportunities to move learning on to greater depth
Collective Worship <i>Sam Parkes</i>	Mike Terry	1. Detailed plans for Collective Worship in place for term. 2. Plan and run half termly Collective Worship council meetings. 3. Reflection and prayer times planned for throughout the term. 4. Develop adult and children's understanding of the difference between social action and advocacy for justice on behalf of others in the wider world.	1. Detailed plans for Collective Worship in place for term. 2. Plan and run half termly Collective Worship council meetings. 3. Reflection and prayer times planned for throughout the term. 4. Support pupils in moving from social action to advocacy for justice on behalf of others in the wider world.	1. Detailed plans for Collective Worship in place for term. 2. Plan and run half termly Collective Worship council meetings. 3. Reflection and prayer times planned for throughout the term. 4. Support pupils in moving from social action to advocacy for justice on behalf of others in the wider world and evaluate impact.

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Computing <i>Rachel Bendell</i>	Julie Nunn	1. Provide teachers with a topic page sheet to start their unit of work which has key vocabulary on it. Children to stick this in their computing book and use it to aid spelling and computing discussions. 1. Create a plan and evaluation WAGOLL for one unit of computing. Share this within a staff meeting to ensure staff have an understanding of how they can ensure children incorporate the vocabulary within their work. 2. Teachers to build in time to ensure revisit of previous learning. 2. Teachers to display relevant vocabulary within their classrooms to help children remember what they did in previous computing lessons. 3. Continue to attend termly computing network meetings with my cluster group. 3. Support teachers as necessary if any developments are made to ensure they feel confident teaching their computing units.	1. Support teachers when necessary in understanding the meaning of computing specific vocabulary. 2. Teachers build in time to ensure revisit of previous learning. 2. Teachers display relevant vocabulary within their classrooms to help children remember what they did in previous computing lessons. 2. Teachers make the purpose of the learning clear to children and link it to real life contexts, considering when in life certain people may use the skill, app or program. 3. Continue to attend termly computing network meetings with my cluster group. Provide staff with feedback or developments taken from these sessions through a staff meeting. 3. Support teachers as necessary if any developments are made to ensure they feel confident teaching their computing units.	1. Ensure teachers are modelling and encouraging children to use the expected vocabulary when teaching a unit of work. 3. Continue to attend termly computing network meetings with my cluster group. 3. Support teachers as necessary if any developments are made to ensure they feel confident teaching their computing units.
Design and Technology <i>Adam Lamb</i>	Luke Bailey	1. Projects on a page sheets containing relevant vocabulary (general and project specific) available on system for all staff to implement 1. DT dictionary sheets in DT folders on system 2. Skills progression and recall prior learning sheets on system 2. What and why resources containing prior recall learning segments on system 3. Variation of tasks resources available for each project 3. WAGOLLs available for each project 3. Step by step assessment sheets available on system 1.4. Get things wrong and move on sheets are on the system 2.4. Resilience rater sheets are available on system 3.4. Resilience stickers and certificates available on system 5. Network meetings attended and fed back through staff meeting.	1. Monitoring shows evidence of appropriate vocabulary use 2. Monitoring shows pupils can recall prior learning 3. Monitoring shows use of WAGOLLs across year groups 3. Assessment sheets have been completed across year groups 4. Monitoring shows that get things wrong sheets are in use 4. Monitoring shows that resilience of children is growing 5. Network meetings attended	ACTIONS 1—4 ONGOING THROUGHOUT YEAR 5. Children are gaining more experience of 'hot cooks' 5. Network meetings attended
English <i>Gavin Bater</i>	Milly Taylor	1. Word banks in use in each class 1. NC spelling lists used by all children when editing 1. Rigorous marking shows focus on spelling 2. Training highlighted to support teacher knowledge and planning promotes recall 2. PPA support ensures opportunities for prior recall 3. PPA support ensures a planning focus on GDS and moving children's learning on 4. Cluster and core groups ensure practice is up to date and this is disseminated to staff through staff meeting 5. KS1 and lower KS2 fiction guided reading books have been purchased	1. Monitoring shows pupils are using appropriate spelling resources 1. Monitoring shows that marking highlights a focus on spelling 2. Monitoring shows that pupils are recalling prior learning 3. Planning shows evidence of moving children's learning on and an emphasis on GDS attainment 3. INSET day focused on spelling or GDS 4. Staff meetings have been used to share good practice 5. Fiction guided reading books are being used throughout KS1 and lower KS2	ACTIONS 1—5 ONGOING THROUGHOUT YEAR

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EYFS <i>San Parkes</i>	Julie Nunn	1. Drawing club and word aware programme in place—parental training provided 2. Provision of an enriched environment to promote gross and fine motor skills 3. Review and adjust environment, provision and role of adults during team meetings 3. Provide challenge in Discovery time 4. Review baseline results and ensure planning reflects outcomes to ensure progress 5. Establish comfy/calm areas and replenish resources as required 5. Curriculum evening for parents	1. Implementation of ‘Curious Quests’ sessions 2,3 Outdoor learning opportunities audited, reviewed and implemented 3. Review and adjust environment, provision and role of adults during team meetings 3. Provide challenge in Discovery time 4. Planning ensures pupils are progressing from baseline assessment points 5. Establish comfy/calm areas and replenish resources as required	ACTIONS 1—4 ONGOING THROUGHOUT THE YEAR
Geography <i>Sarah Johnston</i>	Glynis Osborne	1. Topic on a page sheet ensures children are using correct vocabulary 2. Implementation of ‘What did we do in geography last time’ at the start of each lesson 2. Teachers overtly state that the children are learning geography 3. Attend cluster group and actively participate in work sampling activities. 5. Fieldwork sessions are being carried out in line with planning	1. Monitoring shows that pupils are using appropriate vocabulary 2. Pupil interviews show that children can talk about prior learning 3. Staff meeting ensuring staff knowledge is up to date 5. Monitoring shows that fieldwork is happening and pupils are able to talk about it 5. Support year 5 in planning and organising river fieldwork with Wessex river trust	ACTIONS 1—3 and 5 ONGOING THROUGHOUT THE YEAR 4. All units of work have a weekly assessment sheet to accompany them and these have been monitored
History <i>Sam Dickinson</i>	Julia Birt	1. Planning in place highlighting subject specific vocabulary 2. Year 3-6 implement Timeline lesson at outset of lessons to recall prior learning 3. Monitor planning to ensure 6 steps are being implemented 4. Create and share assessment grids with staff in staff meeting 5. Create and develop an electronic record of work throughout the year	1. Monitoring shows correct vocabulary is being used 2. Monitoring shows children are able to recall prior learning 3. Continue to monitor planning to ensure 6 steps are being implemented 4. Staff are using assessment grids 5. Electronic record of work is building as year goes on	ACTIONS 1—5 ONGOING THROUGHOUT THE YEAR 6. History based staff meeting held ensuring staff are up to date
Maths <i>Chloe Sykes</i>	Ian Downie	1. Increased opportunities for the practice of fluency and recall evident 2, 5 Support in PPA to ensure task design is suited to the needs of all children 2. Training and resources highlighted to support teacher knowledge and the planning of activities which promote recall 3. Support to ensure that assessment is accurate and informs planning so that task design moves learning on to enable more children to gain GDS 4. Training undertaken to develop knowledge of new maths lead 5. Monitoring of work and pupil voice to ensure progress is being made 6. Core provision attended and feedback provided in staff meeting	1. Monitoring and assessments show that pupils recall and fluency is improving 1, 3 INSET session focusing on fluency or GDS 4. Maths lead is growing in confidence in role 5. Monitoring and assessment show that pupil progress is being made and that a larger proportion of children are reaching GDS 6. Core provision attended and feedback provided in staff meeting	ACTIONS 1—5 ONGOING THROUGHOUT THE YEAR 6. Core provision attended and feedback provided in staff meeting

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MFL <i>Nichola Linley</i>	Kate Bartlett	1. Displays reflect Physical French Phonics 1 Planning shows Physical French Phonics is in place 2. Monitoring shows implementation of Phonics games 3. Cluster group/conference attended and staff meeting led to provide feedback and examples of work samples 5. Planning updated to include Physical French Phonics scheme	1. Monitoring shows displays are up to date and vocabulary cards are being used by pupils 1. Work sampling of children's writing carried out 2. Monitoring shows implementation of Phonics games 2. Pupil voice shows children's knowledge and confidence is increasing 4. Monitoring shows good provision for SEND pupils and that GDS pupils are provided with challenge	ACTIONS 1—3 ONGOING THROUGHOUT THE YEAR 2. Consolidation of learning activities undertaken in final half term throughout years 3 to 6 4. Monitoring shows good provision for SEND pupils and that GDS pupils are provided with challenge
Music <i>Louise Huddleston</i>	Anne Ford	2. Inset led by HMS 2, 4 Network meetings attended 3. Begin to develop weekly active assessment and summative termly assessment documents	1. Monitoring shows that prior learning is being revisited 1. Music journey books (KS1) and individual books (KS2) monitored and these use appropriate use of vocabulary 2, 4 Network meetings attended and feedback provided to staff through staff meeting. Feedback sought from staff 3. Complete production of weekly active assessment and summative termly assessment documents 5. Music room and resources overhauled to ensure it is practical to teach in	1. Monitoring shows that prior learning is being revisited 1. Music journey books (KS1) and individual books (KS2) monitored and these use appropriate use of vocabulary 2, 4 Network meetings attended 3. Monitoring shows assessment documents are in use across the school 5. Resources updated and replaced as necessary
Outdoor Learning <i>Julia Holding</i>	Anne Ford	1. Promotion of outdoor learning to build pupil resilience 3. Longitudinal studies within school grounds planned and implemented for all year groups 5. November dig day has taken place	1. Promotion of outdoor learning to build pupil resilience 2. Work with Eco committee to think about development of social action through outdoor learning 3. Monitoring of longitudinal studies 4. Environmental resources accessible in environmental classroom	1. Promotion of outdoor learning to build pupil resilience 2. Examples of social action activities visible 3. Longitudinal studies have been completed in all year groups 5. Spring dig day has taken place 5. Up to date with Woodland trust initiatives
PE <i>Nicole Griffiths</i>	Chrissy Forder	1. High level of participation in extra curricular clubs 1. IDPE CPD sessions in place with each year group 2. Teachers are developing a knowledge of what GDS looks like in PE 4. PE garage tidy and accessible and staff are aware of equipment available 4. New equipment purchases as necessary 5. Begin to develop weekly active assessment documents	1. High level of participation in extra curricular clubs 1. IDPE CPD sessions in place with each year group 2. Teachers show a good knowledge of what GDS looks like in PE 3. Subject lead updates knowledge by working with IDPE and cluster colleagues 4. PE garage tidy and accessible and staff are aware of equipment available 4. New equipment purchases as necessary 5. Complete production of weekly active assessment documents	1. High level of participation in extra curricular clubs 1. IDPE CPD sessions in place with each year group 2. Teachers are able to assess GDS pupils confidently 3. Staff meeting provides feedback to staff on good practice. 4. PE garage tidy and accessible and staff are aware of equipment available 4. New equipment purchases as necessary 5. Monitoring shows assessment documents are in use and assessments are accurate
PSHE <i>Gina Herring</i>	Chrissy Forder	2. SCARF units looked at to identify opportunities for promoting social action and advocacy for justice—link built with collective worship council 2. PSHE lead to attend prayer meetings to help identify areas that can be a focus and further discussed back in class with peers 4. Resilience focussed lessons have taken place throughout the school 5. Subject lead keeps knowledge up to date through cluster groups, SCARF and PSHE association	1. 'What we did in PSHE last time' slide in use at start of each lesson recalling previous learning 1. Monitoring shows thorough use of SCARF scheme—work sampling and pupil conferences 3. Year 6 focus on understanding of bullying—resources in place 4. Resilience focussed lessons have taken place throughout the school 5. Subject lead keeps knowledge up to date through cluster groups, SCARF and PSHE association	2. Through conversations with children, they are able to demonstrate that they understand what social action and advocacy for justice means and are able to identify actions taken in school to promote this 3. Year 6 pupils teach children throughout school about language around bullying 4. Resilience focussed lessons have taken place throughout the school 5. Subject lead keeps knowledge up to date through cluster groups, SCARF and PSHE association—staff meeting time used to feed this back to colleagues

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RE <i>Poppy Saville</i>	Mike Terry	1.Support provided to staff to understand RE specific vocabulary—provision of word mats 1.Subject lead provides colleagues with unit page sheet based on cycle of learning with key vocab on it 2. Big Frieze revisited at start of each Christianity unit 2. Class books provided with whole school planning so links to prior learning can be seen 2. Golden threads are explicitly shared—RE lead has provided a Golden Thread display strip 3. Network and cluster groups attended—feedback provided in staff meetings 5. Diwali day organised and held in KS1	1. Subject lead provides colleagues with unit page sheet based on cycle of learning with key vocab on it 1. Monitoring shows that staff are modelling and encouraging children to use correct vocabulary—work scrutiny 2.Monitoring shows use of Big Frieze, class books and Golden Threads 3. Network and cluster groups attended 4. Lesson by lesson assessment grids have been produced 5. Subject lead has discussed links between the overview studies and current units of work with year group teachers in KS1 and LKS2 5. Subject lead has planned a stand alone lesson to introduce/ recap Buddhist traditions for LKS2. Visitors invited to support this	ACTIONS 1—3 ONGOING THROUGHOUT THE YEAR 4. Lesson by lesson assessment grids have been completed across school
Science <i>Julia Holding</i>	Ian Downie	1.Vocabulary cards provided for staff to use and to help support children’s spelling of key words 2.Cluster science meeting attended 3. Introduce ‘Flash Back’ slide in use at start of each lesson recalling previous learning 3. Ensure teachers read previous learning statement 4. Longitudinal studies within school grounds planned and implemented for all year groups 5.Science club has been organised and held	1.Monitoring shows correct usage of vocabulary 2.Cluster science meeting attended and feedback provided to colleagues in staff meeting 3. Monitoring shows use of ‘Flash Back’ slide in use at start of each lesson recalling previous learning 3. Monitoring shows that some questions from end of block assessments are in use throughout school 4. Monitoring of longitudinal studies 5.Science experience has taken place and Living eggs in EYFS	ACTIONS 1—3 ONGOING THROUGHOUT THE YEAR 4. Longitudinal studies have been completed in all year groups 5.Life lab box—healthy life style lessons
SEND PP and FSM <i>Zoe Hine</i>	Kate Bartlett	1. Meeting with HT to plan intervention support 1.Review SEN tests. 2. Monitoring of interventions, IEPs, variation of task, PP target sheets. 3. Parents meeting re SEND. 5. Referrals are made to external professionals. 5. ELSA and SENDCo agree programmes of support.	1.Review SEN tests and progress. 1.Review meeting following progress meetings—meeting with teachers and interventions/support planned. 2. Monitoring of interventions, IEPs, variation of task, PP target sheets. 4. Monitor pupil work and feedback from SLT re active assessment in lesson observations 5. Update meetings with ELSA 5. Ongoing referrals to external professionals.	1.Review SEN tests and progress. 1.Review meeting following progress meetings—meeting with teachers and interventions/support planned. 2. Monitoring of interventions, IEPs, variation of task, PP target sheets. 5. Update meetings with ELSA 5. Ongoing referrals to external professionals.
Training <i>David Trotman</i>	Glynis Osborne	1. CPD via network meetings / staff meetings / inset / coaching/ peer support. 1.Support and coach staff new to year groups. 1.ECT training for year 1. 2. Provide CPD internally or externally to meet the subject needs stated in the strategic plan. 3. Internal and external CPD to develop staff’s leadership experience within school	1. CPD via network meetings / staff meetings / inset / coaching/ peer support. 1.Support and coach staff new to year groups. 1.ECT training for year 1. 1. Mental health lead conference attended 2. Provide CPD internally or externally to meet the subject needs stated in the strategic plan. 3. Internal and external CPD to develop staff’s leadership experience within school	1. CPD via network meetings / staff meetings / inset / coaching/ peer support. 1.Support and coach staff new to year groups. 1.ECT training for year 1. 2. Provide CPD internally or externally to meet the subject needs stated in the strategic plan. 3. Internal and external CPD to develop staff’s leadership experience within school
Wellbeing <i>David Trotman</i>	Chrissy Forder	1. Carry out well being surveys for children, parents and staff, analysis the responses and develop strategies to meet any areas of concern. 2. Provide regular CPD on mental health and well being in staff meetings 2.Develop pupils resilience through the implementation of metacognition strategies—support provided in PPA 3. Support families/children/staff as required.	2. Provide regular CPD on mental health and well being in staff meetings 2.Monitoring shows pupils resilience is growing through the implementation of metacognition strategies 3. Support families/children/staff as required. 4. Monitor impact of wellbeing strategies that have been implemented.	2. Provide regular CPD on mental health and well being in staff meetings 2.Monitoring shows pupils resilience is growing through the implementation of metacognition strategies 3. Support families/children/staff as required. 4. Monitor impact of wellbeing strategies that have been implemented.