



Hook-with-Warsash C of E Academy

Strategic Plan 2023-2024

“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
EducationBehaviour
and
AttitudesPersonal
DevelopmentLeadership
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 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. Further embed the progression of skills and assessment in all subjects. Ensure variation of task design meets the needs of all children. Raise the profile of spelling and vocabulary across the curriculum and ensure known strategies are employed when writing. Ensure that active assessment is being employed throughout all subjects inline with the training given by SLT.

Maintaining our Vision and Values underpin the ethos of the school and are evident throughout the curriculum. Further embed positive attitudes to learning with clear routines and expectations. Develop lunch leader role to help engagement at playtime/dinner time. Ensure the children feel safe in the school; any issues to be dealt with effectively by SLT. Foster and support pupils' well-being through the implementation of the new attendance policy.

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. Use carefully targeted support strategies for identified pupils and staff throughout the year. To further develop the children's resilience to change, challenge and conflict. Increase ELSA provision throughout the school. Develop TALA role.

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 2024 outcomes. SLT to support teachers through PPA: coaching, monitor planning, addressing gaps and training on active assessment. To develop a succession plan and begin to implement it. Governors play a full and active role in setting the school's strategic direction and monitoring progression.

IMPACT

All pupils will make good progress in all subjects. Pupils will be able to articulate the skills progression in all subjects. Spelling across the school has improved.

Pupils will show a high level of attendance, engagement and respect in the classroom. Pupils will be able to use strategies to help them overcome issues in the playground.

Pupils and staff develop strategies that enable them to support themselves and each other in the school leading to good attendance and improved resilience.

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 2023-2024

Numbers refer to actions on individual subject plans.

Subject	Linked Governor	Autumn	Spring	Summer
Art	Gemma Winterton	1. Assessment planning completed and in place. 1. Assessments carried out at end of work units utilising progression of skills document. 2. Plans completed to include adapted tasks for SEND pupils. 3. Key vocabulary is evident in art books relevant to units of work in accordance with progression map. 5. Completion and implementation of all plans	1. Assessments carried out at end of work units utilising progression of skills document. 2. Monitor adapted tasks for SEND pupils. 3. Monitor children's understanding of key vocabulary. 4. Monitor active assessment is being implemented in art lessons—evidenced through work scrutiny and pupil interviews. 5. Monitor implementation of new planning documents within weekly planning, work scrutiny and pupil conferencing	1. Assessments carried out at end of work units utilising progression of skills document.
Assessment	Matt Ellis	1. Subject leads to monitor coverage and progression of skills with an emphasis on vulnerable groups and report back in staff meetings after review. (Release time provided throughout term). Staff meeting time for moderation and standardisation to share work at expected levels. 2. September assessments using summer White Rose and Rising Stars assessment materials to set catch up criteria. Review of data and feedback to SLT and staff. TTRS baseline to completed year 2-6. Baseline for Early Years to be completed. - Maths and English lead to provide analysis of results. Repeat at end of November with current year Autumn resources. Phonics gaps check for all pupils who are below ARE for reading and spelling. Key areas for focus to be identified to support Pupil Premium pupils. Targeted groups for additional support in 8:30 groups. Lesson observations combined with learning walks to focus on areas identified from assessments to ensure that gaps are being addressed and that progress is evident. Progress meetings to ensure all pupils are making progress with a specific focus on SEND and Pupil Premium Pupils. - Pupil premium trackers to be updated regularly with short achievable targets. 3. Training in active assessment and its link to metacognitive thinks given. Monitoring of the implementation of these concepts. 4. Review planning to ensure coverage.	1. Subject leads to monitor coverage and progression of skills with an emphasis on vulnerable groups and report back in staff meetings after review. (Release time provided throughout term). Subject leaders to present in staff meetings and review in release time. Foundation leaders to feedback to SLT. Attend cluster moderation. 2. White Rose Rising Stars (yr1 –6) and TTRS(ys 2-6) to be completed and reviewed. Feedback given to yr groups to ensure progress. Annual reports to parents in March. 3. Monitor active assessment via pop ins. - Coaching in PPA provided to all teachers by SLT. - Subject leaders to present in staff meetings and review in release time. 4. SLT to monitor planning and to conduct work scrutiny and pupil interviews. - Staff meetings to review long and medium term plans, and to introduce new planning sheets (which will emphasis links to unit aims and previous learning). - Review of progression maps. - Work scrutiny/ Learning walks/ Lesson observations and pupil interviews.	ACTIONS 1-4 ON-GOING THROUGHOUT THE YEAR.
Collective Worship	Mike Terry	1. Detailed plans for Collective Worship in place for term. 3. Plan and run half termly Collective Worship council meetings. 4. Reflection and prayer times planned for throughout the term.	1. Detailed plans for Collective Worship in place for term. 2. Class collective worship resources developed. 2. Monitor impact of class collective worship 3. Plan and run half termly Collective Worship council meetings. 4. Reflection and prayer times planned for throughout the term.	ACTIONS 1-5 ON-GOING THROUGHOUT THE YEAR.

Strategic Plan Implementation Overview 2023-2024

Numbers refer to actions on individual subject plans.

Subject	Linked Governor	Autumn	Spring	Summer
Computing	Paul Caiger-Watson	1 Monitoring shows clear progression of skills and pupils have an awareness of previous learning. 2.Variation of task evident during monitoring. 2. Assessment of computing is completed at the end of each unit. 3. Computing vocabulary evident in classrooms. 4. Active assessment is evident and children are being moved on in an appropriate manner. 5.Opportunities are provided for children to improve keyboard skills	1 Monitoring shows clear progression of skills and pupils have an awareness of previous learning. 2.Variation of task evident during monitoring. 2. Assessment of computing is completed at the end of each unit. 4. Active assessment is evident and children are being moved on in an appropriate manner.	ACTIONS 1-5 ON-GOING THROUGHOUT THE YEAR. 6. Replenish computing equipment as necessary throughout year in line with 3 year plan.
Design and Technology	Gemma Winterton	1. Edit wording on SEND section of assessment forms. 1. Carry out monitoring following completion of assessments 2/5Populated SEND folder in DT resources on system 2.WAGOLL resources available on system for each year group 3. Projects on a page sheets available containing relevant vocabulary 3. DT dictionary sheets available on system 4.DT resources on system including tasks adaptable to children's needs and extension tasks	1. Carry out monitoring following completion of assessments 2//5 Monitor impact of SEND resources and variation of task 3. Monitor pupils knowledge and understanding of vocabulary 4.Monitor adaptation and extension of tasks.	ACTIONS 1-5 ON-GOING THROUGHOUT THE YEAR. 1.Utilise assessments throughout year to review and update planning
English	Clare Denyer	1 Monitoring shows clear progression of skills and pupils have an awareness of previous learning. 2. Training session to support the development of variation in English. 2. Support provided in PPA around variation. 3. Spelling INSET day. 4. Metacognitive thinking training 4. Learning walk to check spelling/phonics resources/displays in classrooms. 4. Monitoring shows active assessment in reading and writing sessions. 5. Purchase of Phase 1 books or EYFS. 6. Supplement reading scheme with non-fiction Monster Phonic books 6. Introduction of ebooks through SLS.	1 Monitoring shows clear progression of skills and pupils have an awareness of previous learning. 2. Support provided in PPA around variation. 4. Learning walk to check spelling/phonics resources/displays in classrooms. 4. Monitoring shows active assessment in reading and writing sessions. 5. Monitor use of Phase 1 books or EYFS. 6. Supplement reading scheme with non-fiction Monster Phonic books	ACTIONS 1-6 ON-GOING THROUGHOUT THE YEAR.

Strategic Plan Overview 2023-2024

Numbers refer to actions on individual subject plans.

Subject	Linked Governor	Autumn	Spring	Summer
EYFS	June Ward	1. Review baseline results to ensure planning meets areas of weakness for cohort to ensure progress. 2. Drawing Club and Word Aware programme implemented and parental training provided. 2. Introduce Chatterbox and Chat Play Read activities to support learning at home. 2. Monitor high quality monitoring of language. 3. Opportunities provided for developing fine motor control and precision in readiness for writing. 4. Increase and improve opportunities/provision for developing story telling skills and reading.	2. Monitor use of Chatterbox and Chat Play Read activities to support learning at home. 2. Monitor high quality monitoring of language. 3. Monitor opportunities for developing fine motor control and precision in readiness for writing. 4. Monitor opportunities/provision for developing story telling skills and reading.	ACTIONS 1-4 ON-GOING THROUGHOUT THE YEAR.
Geography	Glynis Osborne	1. Provide training and resources in staff meeting to highlight fieldwork in Geography. 1. Planned fieldwork to show progression throughout the school 2. Provide training and resources to support the development of variation in Geography. 3. Ensure the correct vocabulary is modelled by all staff and that spelling profile is raised. 3. Provide vocabulary cards to develop the use of disciplinary spelling. 5. Monitor use of medium term plans to ensure progression and filling of knowledge gaps	2. Provide support in PPA to ensure task design is suited to all children based on concept of variation. 3. Monitor use of vocabulary in geography. 4. Monitor use of active assessment in geography	5. Monitor class books to ensure links to previous learning are highlighted.
History	June Ward	1. Training and resources provided in staff meeting to highlight skills progression. 2. Books and resources highlighted to support the development of variation in history. 3. Ensure the correct vocabulary is modelled by all staff and that the profile of spelling is raised 3. Provide vocabulary cards to develop the use of disciplinary spelling. 5. Monitor use of medium term plans to ensure progression and filling of knowledge gaps	1. Monitor and track skills progression through pupil conferencing and book scrutiny. 2. Support provided in PPA to ensure task design in inclusive and suited to all children. 4. Monitor use of active assessment in history.	5. Monitor class books to ensure links to previous learning are highlighted.
Maths	Ian Downie	1. Use of White Rose assessment materials from previous year group (summer term) to assess pupils in September. On-going termly assessments to ensure planning is appropriately targeted to address identified gaps and ensure that pupils are making progress. Termly progress meetings to discuss all pupils. Pupil Premium and SEND pupils to have specific focus through intervention groups and targeted teaching. Times Tables Rockstars baseline assessment in Autumn term and repeated termly. Lesson observations and learning walks to focus on areas identified. Toolkits available in classrooms. Work scrutiny and moderation in staff meetings. 2. Inset training of fractions lead by HIAS inspector. Further training for staff in staff meetings where appropriate to address gaps identified in initial assessments. Coaching in PPA for task variation. 3. Work scrutiny to ensure subject specific spelling is highlighted. 4. Via coaching and pop ins monitoring active assessment. 5. Develop the teaching strategy of 'I do, we do, you do' strategy.	1. Assessment cycle continued, medium term plans and coverage reviewed and any gaps highlighted. Ensure previous learning is being highlighted. Maths lead to attend local clusters and provide training within staff meetings to update staff on developments in Maths. 2. Work scrutiny to monitor task variation and use of Hampshire resources to support this. 3. Monitoring of spelling through maths. 4. Monitor active assessment. 5. Monitor of 'I do, we do, you do' strategy.	ACTIONS 1-5 ARE ON-GOING

Strategic Plan Overview 2023-2024

Numbers refer to actions on individual subject plans.

Subject	Linked Governor	Autumn	Spring	Summer
MFL	Kate Bartlett	1. Ensure all staff have access to progression of skills document. 2. Check confidence of staff when teaching MFL. 4. Monitor correct vocabulary is being modelled in French lessons. 4. Book scrutiny—ensure the full date is written for every lesson 4. Provide French vocabulary cards to develop the use of disciplinary spelling.	1. Monitoring of implementation of scheme of work, use of French books and effectiveness of assessment. 2. Check confidence of staff when teaching MFL. 3. Monitor use of active assessment in French lessons. 5. Monitor the effectiveness of phonic teaching through the Language Angels scheme of work and ensure phonics is being taught discreetly as well as being embedded in lessons.	1. Monitoring of implementation of scheme of work, use of French books and effectiveness of assessment.
Music	Anne Ford	1. Create long term planning using HMS music planning including progression of skills document. 1. Staff meeting to introduce new planning	1. Monitoring of work and pupil voice shows good implementation of planning 2. Training (staff meeting) and resources highlighted to support the development of variation in music. 4. Monitor planning to ensure progression of skills and gap filling	3. Monitor through pop ins of rehearsal and composing time. 4. Monitor that previous learning is being referred to and built upon.
Outdoor Learning	Glynis Osborne	1. Provide highlighted outdoor learning overview to staff in a staff meeting—reminder re orienteering course. 2. Ensure the correct vocabulary is modelled by all staff and that spelling profile is raised. 2. Remind staff about vocabulary cards. 5. Upkeep the equipment in the Environmental room	3. Monitor use of active assessment in outdoor learning. 4. Monitor use of orienteering resource. 5. Upkeep the equipment in the Environmental room	5. Upkeep the equipment in the Environmental room. 6. Health check of pond carried out and restocking has taken place.
PE	Chrissy Forder	1. New progression of skills document shared with staff. 2. Succeedin staff working with teachers to ensure all children are able to access and achieve in sport lessons. 3. Extra curricular sports opportunities available for children in both KS1 and 2. 4. Active assessment is evident in PE lessons.	1/2. Monitoring shows that mini PE sessions are in place. 2. Succeedin staff working with teachers to ensure all children are able to access and achieve in sport lessons. 3. Extra curricular sports opportunities available for children in both KS1 and 2. 4. Active assessment is evident in PE lessons. 5. New subject manager is now confident regarding PE curriculum. 5. Curriculum manager monitors end of unit assessments.	2. Succeedin staff working with teachers to ensure all children are able to access and achieve in sport lessons. 3. Extra curricular sports opportunities available for children in both KS1 and 2. 4. Active assessment is evident in PE lessons. 5. Curriculum manager monitors assessment is taking place.
PSHE	Chrissy Forder	1. Monitor implementation of scheme, the use of class books and analyse assessments. 2. Monitor variation of task design.	1. Monitor implementation of scheme, the use of class books and analyse assessments. 3. Ensure correct vocabulary is modelled and that the profile of spelling is raised.	1. Monitor implementation of scheme, the use of class books and analyse assessments. 4. Assess the promotion of active assessment and that feedback is given at the point of learning and appropriate questions are asked to progress learning.
RE	Mike Terry	1. Staff are aware on golden threads and progression of learning when planning—revisit in staff meeting. 1. Assessment documents adapted. 4. Monitor RE class books for record of discussion and comments by children.	2. Subject lead to ensure tasks on planning meet needs of all children and are adaptable 2. Training and resources provided to support the development of variation 3. Monitor correct usage of vocabulary 5. Medium term planning highlighted with links to Hindu traditions/Diwali (KS1) and Buddhist traditions (KS2). - Stand alone lessons to be planned - Staff meeting to ensure staff are aware of their in-depth study religion.	3. Subject lead to create key stage specific vocabulary for each religion and golden thread—present to staff in a staff meeting. 5. Monitor in-depth study of religion.

Strategic Plan Overview 2023-2024

Numbers refer to actions on individual subject plans.

Subject	Linked Governor	Autumn	Spring	Summer
Science	Ian Downie	1. Monitor planning to ensure implementation of medium term plans including building on previous learning. 3. Vocabulary cards available for staff to use when teaching science 3. Monitoring shows correct usage of vocabulary. 5. Science club has been organised and held	2. Staff meeting time to look at variation of task design. 5. Science experience has taken place. 5. Living eggs in year R.	4. Monitoring shows effective use of active assessment demonstrating where pupils have been supported and moved on. 5. Science day held 5. Life lab box—healthy life style lessons
SEND PP and FSM	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	Julia Birt	1. CPD via network meetings / staff meetings / inset / coaching/ peer support. 2. Provide CPD internally or externally to meet the subject needs stated in the strategic plan. Support and coach staff new to year groups. ECT training for year 2. 3. EYFS to attend monster phonic training.	1. CPD via network meetings / staff meetings / inset / coaching/ peer support. 2. Provide CPD internally or externally to meet the subject needs stated in the strategic plan. Support and coach staff new to year groups. ECT training for year 2. 3. EYFS to attend monster phonic training.	1. CPD via network meetings / staff meetings / inset / coaching/ peer support. 2. Provide CPD internally or externally to meet the subject needs stated in the strategic plan. Support and coach staff new to year groups. ECT training for year 2. 3. EYFS to attend monster phonic training.
Wellbeing	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 CPD on how on practices and strategies that promote positive well being in to the curriculum. Signposting of Information for staff, children, parents and governors. Review additional curriculum content on resilience. 3. Support families/children/staff as required.	2. Provide training opportunities via staff meetings and in notices. 3. Support families/children/staff as required. 4. Monitor impact of wellbeing strategies that have been implemented.	2. Provide training opportunities via staff meetings and in notices. 3. Support families/children/staff as required. 4. Monitor impact of wellbeing strategies that have been implemented.