hackney *success in the making*

Single Action Plan 2022-23

School: Grasmere Primary School
LaMA: Stephen O'Brien

Date presented to FGB: Autumn 2023.

Hackney

hackney learning trust

Ofsted Priorities from most recent inspection 9/3/22

Overall Effectiveness: 2

- The headteacher and subject leaders have worked effectively to develop the school's curriculum.Subject Leaders are ambitious and knowledgeable
- Pupils are focused in class and there is little disruption to learning
- Pupils with SEND thrive
- Staff are proud of their work and proud of their school
- Governors share the ambition of the school's leaders and are knowledgeable about the curriculum.

Priorities for improvement – 2022/23

- Reading is taught consistently across the school
- Accelerating the progress and attainment of cusp children
- EYFS subject planning clearly identifies the knowledge and skills that children need to learn in the early years

Assessment headlines to inform priorities for 2023/24

KS1 and KS2 results, 2023

KS1 Teacher Assessment	School Expected Standard	National Expected Standard	School Greater Depth	National Greater Depth
Reading	80%	67%	33%	-
Writing (including SPaG)	80%	58%	30%	-
Maths	90%	68%	16%	-

KS2 (including TA results)	School Expected Standard	National Expected Standard	School Greater Depth	National Greater Depth
Reading, Writing and Maths				

Reading	96%	73%	57%	-
Writing	85%	71%	29%	-
Maths	89%	73%	39%	-
EGPS	100%	72%	53%	-

Average scaled score in Reading – 109
Average scaled score in Maths – 103
Average scaled score in EGPS - 109

Phonics Screening Check Results	2019	2022	2023
Percentage of children at EXS.	75%	79%	91%

EYFS results, 2023

EXS for GLD, Reception	2019	2022	2023
	-	76%	84%

Single Action Plan 2022-23 Grasmere School

Objective 1	Success Criteria			
Embedding the computing curriculum with fidelity, ensuring skills progression based on the Islington computing plans are adapted to fit the needs of pupils.	*Staff are confident to teach computing* *Cross curricular links are made whenever possible* *Children speak confidently about digital literacy and online safety* *Children make good and better progress in computing* *Filtering and monitoring is effective, protecting both staff and children*			
Key actions	*Staff responsible*	*Start date*	*Resources Where appropriate*	*Monitoring methods – who, how & when*
Staff training so all staff understand what good and better looks like in computing.	Phase leaders	September 2023	Time for phase leaders to meet and plan meeting	Phase leaders- time given for learning walks, observations and feedback SLT- headteacher and AHT for curriculum to meet with phase leaders for feedback and next steps

				Spring Term -
			Support from Islington Computing	
Online safety and digital literacy is embedded in the curriculum from Nursery to Year 6	Phase leaders and class September 2023teachers		Time for phase leaders to review planning of other classes Support from Islington Computing	Phase leaders- to monitor planning half termly SLT- to source and provide training where necessary Islington computing staff- through buy in of support package for this academic year Computing subject review with SLT in the Spring Term
An audit of all computing aids, apps and devices to ensure they are fit for purpose	IT- Wavehill Subject leads		Time for subject leads to audit resources Time for teachers to feedback on resources and what is needed Purchase of resources when needed	Phase leaders- through an Autumn Term phase meeting to audit resources with their team OFFICE- to place orders when agreed by SLT Wavehill- to add apps, prepare resources as needed
Filtering and monitoring review and audit	IT- Wavehill SLT		Time for SLT to meet with IT Cost of IT support	IT support- termly meeting with SLT to review filtering and monitoring

Objective 2	Success Criteria
SEND- Delivering an ambitious curriculum for all SEND pupils particularly those at cusp of achieving EXS through graduated approach	Children with SEND make good and better progress Children with SEND access a broad and balanced curriculum Children with SEND speak confidently about their learning journey Children with SEND are taught and encouraged to work independently

Key actions	Staff responsible	Start date	Resources Where appropriate	Monitoring methods – who, how & when
IEP targets to be shared and understood by all relevant staff.	SENCO Class teacher	September 2023	Time for SENCO and teachers to meet	Learning walks and book looks half termly Pupil progress meetings IEP meetings
Training for school staff on quality first teaching for SEND children	SENCO	September 2023	Time for SENCO to source professionals Cost of support staff attending staff meetings Cost of professionals delivering training Time for SENCO to keep a record of all SEND related training	Review and evaluate training- termly- those attending Follow up with staff working with specific children- half termly- SENCO Planning monitoring- Phase leaders/SLT- Half termly Book looks- Phase leaders/SLT- half termly SEND review- SENCO and SLT- Autumn Term Learning walks- SLT/phase leaders- half termly
A suite of interventions provided in the afternoons to support SEND children's engagement with learning	Sarah SENCO	September2023	Time for Sarah to model and review interventions	Sarah to monitor interventions half termly then reset groupings SENCO to add interventions and evaluations of interventions to IEPs

			Time for Support staff to feedback on interventions\n\nSpace in building for various interventions	Sarah to check in with support staff on any support they may need- half termly or more if necessary

Objective 3			Success Criteria	
• Use of resources such as physical manipulatives in the teaching of mathematics.			• Children have secure visualisation of maths concepts • Children can confidently select the best resources for a task • Resources are used consistently across all year groups to enhance maths learning	
Key actions	**Staff responsible**	**Start date**	**Resources Where appropriate**	**Monitoring methods – who, how & when**
Staff training on the use of manipulatives	Maths Lead	Autumn Term	Staff meeting	Learning walks after the staff meeting to see the use of manipulatives
Full audit and purchasing of manipulatives	Maths lead	Autumn Term	Cost of replacing key manipulatives	Subject lead to check and audit resources termly Phase leaders to produce list of expectations about the use and storage of manipulatives Learning walks looking at the effective and appropriate use of manipulatives, half termly, phase leaders and SLT
Parent workshop on the use of manipulatives in Maths	Maths lead/phase leader	Spring Term	Time for planning Time with parents during workshop	Feedback from parents following the meeting

Lesson observations and pupil interviews	Phase leaders/maths lead/slt	Spring Term	Time out of class for relevant leaders	Subject lead to put together observation form with key prompts as well as questions for pupil interview Phase leaders to pick up with specific staff