



**Hunslet Carr Primary School**  
**Leeds**



# **Hunslet Carr Primary School**

# **School Action Planning**

# **2016-17**

**High Expectation, Caring, Positive and Success**

Last RAG Rated July 10<sup>th</sup> 2017

**Links to Pupil Premium Strategy are in Yellow**

## **Action Planning**

This document goes alongside the School Improvement Plan 2016-17 and **our Pupil Premium Strategy document**; focussing on how we are going to improve various departments, subjects and aspects of the school during the academic year 2016-17.

In each section there is a brief report about that specific area in 2015-16 followed by the appropriate action plan.

These plans are to be discussed with the link governor or committee once a term during 2016-17 to ensure that the actions are being carried out and that they are making a difference to the outcomes for children.

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## Subject: Outside Learning (Allotment)

1. That all pupils have regular access to the Sandon Mount Pocket Park for practical lessons.
2. That all pupils have the opportunity to learn about where their food comes from, wildlife and nature.
3. That the school sessions at the Sandon Mount Pocket Park encourage local residents to volunteer in the upkeep of the area and involvement with the school.

As a result, all children enjoy the space at the Sandon Mount Pocket Park and engage with the local community.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Application of the Aims: 1</b>					
<p><b>1. All pupils have regular access to the SMPP for practical lessons.</b></p>	<p>Pupils have the opportunity to plant flowers, vegetables and fruit.</p> <p>Pupils can talk about seeds and the life cycle of plants at the allotment.</p> <p>Pupils engage in the regular upkeep of the SMPP.</p> <p>Children have an opportunity to use the outdoor space for any area of the curriculum.</p>	<p>CM to timetable and take all classes, Nursery to yr6, on a two week cycle of 45 minute sessions.</p> <p>CM to source plants, seeds and gardening equipment to enable the practical sessions.</p> <p>Install a fairy garden in the wildlife area.</p> <p>Install a pond in the wildlife area to encourage birds, insects and mammals into the space.</p> <p>Timetabled slots available for staff to sign up for other curriculum links/lessons.</p>	<p>Pupil interviews.</p> <p>Record of visits.</p> <p>Member of SLT to observe a SMPP session.</p> <p>Meeting minutes form allotment meetings.</p>		<p>Gardening equipment.</p> <p>Plants and seeds.</p> <p>Fairy ornaments.</p> <p>SMPP timetable.</p>

**Application of Aims: 2**

<p><b>2. Pupils have the opportunity to learn about where their food comes from, wildlife and nature.</b></p>	<p>All children increase their knowledge about wildlife and nature and can apply this knowledge throughout other areas of learning.</p> <p>Children have a greater knowledge of where their food comes from and how it is produced.</p>	<p>Lessons are planned to encourage the children to learn more about British wildlife through practical sessions at the SMPP.</p> <p>Lessons will use art and crafts, English and numeracy to engage the children.</p> <p>Lessons take place in school when the weather prevents outdoor learning.</p>		<p>Teachers see an increase in pupil's knowledge.</p>	
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**Application of Aims: 3**

<p><b>3. Sessions encourage local residents to volunteer at the SMPP and engage with the school.</b></p>	<p>A bank of local residents are key holders for the area and assist in the planning and upkeep.</p> <p>School attend Hunslet Carr Residents Association meetings.</p> <p>Local businesses engage with school to provide support in the upkeep of the area and education of the pupils.</p>	<p>Continue to liaise with the volunteers for planning and running of the SMPP. CM &amp; ML.</p> <p>Invite local pet store, Jolley's, back into school with a selection of pets to encourage responsible pet ownership.</p> <p>CP (PSA) to promote opportunities to parents/families to volunteer.</p> <p>Invite local press in June/July to promote ongoing success.</p> <p>Promote through school Twitter feed.</p>		<p>Children enjoy learning from others outside the school community.</p>	
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### **What is working well with the Allotment in 2016-17?**

- The first growing season was a success, with the whole school able to participate in the outside learning environment.
- The school are liaising well with the local residents association.
- The children are enjoying the allotment sessions indoors and outdoors.
- Children had the opportunity to taste the produce they had grown themselves.
- Produce was sold to parents to raise money for the upkeep of the allotment.
- School exhibited their produce at the local show and appeared in the local press.

### **How do we know?**

- Feedback from children
- Feedback from staff
- Liaison with Resident's association
- Website and twitter

### **What are we focusing on next?**

- To work on recruiting volunteers from the school community, especially parents/relatives of the children.
- Increase promotion of allotment activities through twitter and the school website.
- Improve fairy garden and extend the pond area.
- Encourage staff to make use of the outdoor learning environments available to school, including it in their planning.

## **Art and DT**

### Actions taken in 2015-16:

- Art and DT planning has been collected and analysed from all year groups to ensure that they are following Chris Quigley, the national curriculum for that year group and the essential opportunities.
- Created an audit of the resources in the art cupboard. Checked planning and checked with teachers to see what resources they needed and ordered any additional items.
- Completed a resource audit.

### Outcomes:

- Planning collected (from most year groups) this planning has been analysed and any suggestions have been passed forwards. Again, resources were checked and ordered from the planning provided to ensure that stocks don't run low.
- Art cupboard audit completed so that the correct amount of general and topic-specific resources are available to use.
- Appropriate resources ordered for year groups so that they are available for their specific projects.

### Areas to address next year: Art and DT

- Artist to visit a year group based on their topic (if budget allows).
- Planning collected from each year group each term to check resources are available and to check with Chris Quigley, national curriculum for that year group and essential opportunities.
- Ensure that each year group have the resources needed for art and DT and any upcoming topics.

## Subject: Art and DT

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
To add, order and monitor resources for the creative curriculum.	To ensure staff have the correct resources for new cross curricular topics. To regularly check the art cupboard stock.	Collect cross curricular planning from all year groups. Create an audit of the resources in the art cupboard. Regularly check what resources teachers need.	Audit of stock cupboard. Regularly check resources needed by staff.  Check planning.	All children having access to the resources that they need.	£600-700
To continue to update the subject leader file.	To ensure the subject leader file includes evidence of all objectives from each year group.	Gather planning and work from each class. Check that the planning meets the national curriculum for both subjects (DT and art).	Collect evidence from teachers.	Portfolio / file of objectives met.	N/A
To arrange for each class to take part in an art or DT competition	Raise the expectations of art and DT with both children and staff.	Review competitions. Suggest any competitions that have a particular link to a specific year groups and their curriculum requirements.	Art and DT subject leader to suggest ideas to head teacher then to specific class/year group.	Higher expectations in art and DT. Art and DT work that the children can be proud of.	N/A
To arrange for an artist to come in to the school.	To arrange for an artist to come in and work with a year group.	Book relevant artist for a year group. Plan art/DT sessions for other year groups relevant to their topic.	Art and DT subject leader to arrange.	Evaluation questionnaire by children and work collected.	£300

### **What is working well with the Art and DT in 2016-17?**

- There are more examples of Art and DT taking place in Orange Topics such as Year 4 Volcanoes, Year 5 Rainforest Pastel Pictures, Year 2 Clay sculptures.
- Children are clearly engaged and enjoy the process of creating Art and DT pieces

### **How do we know?**

- Lesson Plans
- Photos on Twitter
- Pupil Interviews

### **What are we focusing on next?**

- Children learning to get better at artistic skills so that there is progression from Year 1 – 6 in terms of what they can create
- A long-term plan for Art/DT linked to the Curriculum so that children can build up these skills
- Teacher's confidence to teach Art/DT skills to their class

## **Assessment**

### **Actions taken in 2015-16**

- In September, Laura Bairstow held a Target setting meeting with all class teachers so that they understood the expected progress for their class for the year. Children who had previously identified as 'hard to shift' were highlighted and class teachers were informed of the expectation that these children should be involved in interventions this year to ensure accelerated progress for these children.
- Laura Bairstow conducted an analysis of data from the SATs results. She attended training on the use of 'Perspective Lite' to support with the analysis. The results of this were written up in a report which included groups of learners, how they compared with the results of previous years as well as local and national data.
- Laura Bairstow and Martin Lumb attended an 'Assessment Without Levels' course. An INSET day was then held to introduce staff to the new systems of assessing without levels. The INSET supported teachers in understanding how children would be assessed as either 'Basic', 'Advancing' or 'Deep' and what good progress should look like.
- Staff meetings were held to support teachers in the new processes of moderating using Chris Quigley's assessment framework.
- An analysis of in-school data using APP was conducted in November and February and included groups of learners including SEN, Pupil Premium, EAL, Boys and Girls. It also compared the current progress to progress in previous years.
- Laura Bairstow and Martin Lumb attended training on how to use the 'Depth of Learning' tracking tool. Teachers in school were then shown how to use it and in the Spring term, teachers moved away from APP and solely assessed using the Chris Quigley DoL system. Pupil progress meeting forms were modified to match the new assessment systems.
- Further modifications were made to the Pupil Progress forms including tracking children on track in Reading, Writing and Maths combined.
- Laura Bairstow joined a DoL network with other schools. As a result of this, the Head Teacher, Deputy and Assistant Teacher visited an 'outstanding' school in Grimsby to receive further 'tips' and support on using DoL.
- A further analysis of in-school data was conducted in the summer term. This time the analysis was done using DoL rather than APP.
- Year 2 and Year 6 teachers met with schools in the collaboration to moderate assessment judgements using the new end of key stage expectations.

- Instead of Optional SATs, years 1,3,4 and 5 used Rising Stars tests. These were based on the expectations of the new curriculum and included Maths, Reading and SPAG.
- Teachers in Nursery and Early Years have used the national assessment schemes for these stages and children leaving Reception are assessed using the EYFS Profile
- Information about WAVE 2 and WAVE 3 interventions were submitted each term.
- In order to track the progress of SEN children, the school has invested in an online tracking system called 'B-Squared'. A staff meeting was held to introduce teachers to the system and to give them time to input the data.
- Termly Pupil Progress meetings were held and attended by the Headteacher, Assistant Headteacher or Deputy Headteacher, and the SENCO as well as the appropriate Phase leader.
- The format of school reports to parents was amended to reflect the new way of assessing without levels. Explanations of the new assessment system were included, and parents were invited to attend meetings to further discuss assessment and ask any questions that they may have.
- Faye Pashby conducted an analysis of SATs papers to look at areas for development for next year.

## **Outcomes**

- Staff are now assessing pupils using Chris Quigley's framework of basic, advancing and deep. They are aware of what constitutes good progress. Teachers can use the DoL software to track which children are on track/not on track to meet end of year expectations, and which of those are making good or better progress and those who are not.
- As a result of the pupil progress meeting, teachers are much more aware of the progress made by different groups of children in their class and the expectations for these groups.
- Under-performance is identified and actions are taken to address the situation
- As a school we can identify how we are performing in relation to narrowing gaps between boys/girls and FSM/non FSM
- As an SLT we know which classes and groups of children we need to target with TA support, interventions or highly effective teachers.
- Parents are now aware of the new assessment systems in school.
- As a result of data analysis, the school has been able to highlight areas for development within Reading, Writing and Maths for next year. As a result, training will be targeted to address these next year.

- New exercise books have been purchased to use from September 2016 which include information such as level of independence and adult support. This is to further support the moderation process in the next school year.

### **Areas to address**

- Ensure teachers are more confident in assessing using BAD so that moderation is accurate.
- Review the effectiveness of the DoL software for tracking progress. Research alternatives and lead staff training on new assessment tools if needed.
- Teachers to be using the tracking tool to support them in planning for gaps in learning (B-Squared for SEN).
- Laura Bairstow to meet with all teachers in first three weeks of September to discuss the levels, individual children who did not make progress in the previous year and to set targets.
- Ensure that the assessment calendar clearly outlines expectations for deadlines relating to collection of data including Wave 2 and Wave 3.
- Ensure that our Pupil Progress Meetings reflect the need for at least 85% to be at ARE by 2016-17. Continue to track R/W/M combined.
- Ensure that our assessment information continues to be used effectively to identify under performance quickly and to put in place measures to rectify it.
- Research effectiveness of alternative assessments to Rising Stars to use in Optional SATs week for years 1, 3, 4 and 5.
- **Develop further monitoring and assessment analysis of Pupil Premium children to use as a measure of effective PP funding.**
- Ensure that our assessment information continues to be used effectively to identify where gaps between groups of learners are not narrowing so we can better spend pupil progress money. Laura Bairstow to attend course to support with this.

## Subject: Assessment (taken from School Improvement Plan 2016-17)

<p>2.2. Teachers and support staff demonstrate deep knowledge and understanding of the subjects they teach during lessons</p>	<p>Teachers plan backwards using their knowledge of the children and the subject</p> <p>Teachers and support staff are supported to develop their knowledge and understanding with the aim of being good or outstanding over time (80% of teachers to be good or better with 30% Outstanding over time)</p> <p>Teachers embed reading, writing and maths exceptionally well across the curriculum</p>	<p>CPD co-ordinator role introduced from Sept '16.</p> <p>CPD programme to be set up and monitored and reviewed regularly by FP and CPD Link Gov.</p> <p>CPD co-ordinator to introduce CPD journals for all teaching staff to reflect on training</p> <p>Lesson Study during Spring Term to be undertaken by staff to further improve teaching standards through peer support</p> <p>SENCo, Intervention Manager, TA line manager to undertake TA monitoring and training in line with Leeds TA impact CPD</p> <ul style="list-style-type: none"> <li>• KM to lead TA SPAG training</li> <li>• Autumn Term Learning Enquiry</li> <li>• 30<sup>th</sup> Nov Leeds TA Training</li> <li>• 3<sup>rd</sup> Mar TA inset SPAG &amp; EAL</li> </ul> <p>PL drop ins, learning walks, observations, book trawls and pupil discussions completed in line with assessment calendar to update teaching overview (12/10, 1/2 &amp; 24/5)</p>	<p>HT and DHT to report to Resources committee of the Governing body the Teaching Overview, CPD and Impact it had</p> <p>CPD Questionnaire July '17 to monitor Staff view on personal development and compare to July '16 results.</p> <p>Observation judgements/Lesson Study impact discussed at the end of each term to Governors.</p> <p>LG to meet with SENCo and CPD co-ordinator to discuss the impact of TA training on children in classes</p> <p>PL to feedback to SLT key findings of monitoring. LG invited to these meetings or representative from Resource Committee</p>	<p>CPD Spreadsheet created showing impact</p> <p>Results of CPD Questionnaires shared with governors</p> <p>Lessons study timetabled on Spring Assessment Calendar &amp; takes place</p> <p>Learning Enquiry takes place including all training</p>	<p>CPD Budget £10,000</p> <p>Cost £2,000</p> <p>Cost £8,000</p>
<p>2.3. Develop efficient effective feedback strategies</p>	<p>Teachers are able to use highly effective questioning skills and within lessons, timely support (80% of all monitoring to evidence effective AFL strategies as shown in the Teaching Overview)</p>	<p>Staff/TA meetings to take place to reinforce highly effective questioning skills. (27/9, 11/10, 7/2 and 3/3)</p> <p>Professional discussions between staff and leadership team take place based on drop-ins/observations/lesson studies around effective questioning techniques and impact</p>	<p>HT, DHT and ML to plan staff meetings that address questioning skills</p> <p>LG to check that monitoring detailed has been carried out through Gov visit forms or evidence files</p> <p>LG to check that Clarity</p>	<p>Staff meeting take place</p> <p>Monitoring taken place and evidence in Monitoring files, SLT and Governors minutes</p> <p>Clarity documents are in</p>	

	Teachers are using the Feedback Clarity document effectively	<p>Outstanding Teaching Clarity documents focused on Feedback are introduced in Sept '16 to whole-staff team</p> <p>Key features of the feedback clarity document are included into the observation, learning walk and drop in proforma and forms part of feedback.</p> <p>CPD co-ordinator to arrange peer support in questioning techniques</p> <p>Termly book trawls undertaken by SLT, Middle Leaders and Governors (5/10, 23/11, 25/1, 3/5), including focus on PP and Non-PP books</p>	<p>Documents are in place and having an impact through evidence on book trawls</p> <p>LG to check that monitoring forms reflect the new guidance in Feedback clarity documents</p> <p>CPD co-ordinator to report to Resources committee</p> <p>peer support put in place</p> <p>LG to check that book trawls have been carried out through Gov visit forms or evidence files</p>	<p>place</p> <p>Monitoring forms changed to reflect new guidance</p> <p>CPD co-ordinator to facilitate peer-peer support</p> <p>Book trawls takes place including Governors</p>	
2.4. Teachers have secure knowledge of the school's assessment system	<p>Teachers understand the difference in cognitive challenge that children at Basic, Advancing and Deep can access</p> <p>Teachers are able to make consistent and accurate judgements on the level of challenge children are working at in Reading, Writing and Maths (80% of all monitoring to evidence effective AFL strategies as shown in the Teaching Overview)</p> <p>Teachers are able to use this information to identify and plan for children's next steps in learning</p>	<p>(see separate action plan for assessment)</p> <p>AHT to reduce the size of the Depth of Learning (DoL) assessment documents for Reading, Writing and Maths and explain to teachers in staff meeting 11/10</p> <p>DHT to create a DoL spreadsheet that stores and calculates the information that the school and all stakeholders will require and explains to staff on 11/10, Governors on 6/12 and School Improvement during Autumn Visit</p> <p>PL and ML to lead moderation in Reading, Writing and Maths every term and is highlighted in the assessment calendar (Twilights, staff meetings)</p> <p>HT, DHT and PL attend Pupil Progress Meetings with class teachers to identify teacher knowledge and use of assessment with classes and focus groups, including PP children. (Wk Beg 28<sup>th</sup> Nov, 27<sup>th</sup> Mar &amp; 3<sup>rd</sup> Jul)</p>	<p>LG to check that DoL documents have been modified and shared with staff.</p> <p>LG invited to discuss new assessment spreadsheet before Learning and Teaching Committee on 6/12</p> <p>LG invited to attend or shown minutes of moderation Twilight/Staff meetings</p> <p>LG invited to attend or shown the minutes and action plans from Pupil Progress Meetings</p> <p>LG check DHT has arranged for Leeds City Council to</p>	<p>DoL documents are modified to reflect the school's needs</p> <p>DoL Spreadsheet created and shared with all stakeholders</p> <p>Moderation taken place and evidence in Staff meeting minutes, SLT files and reports to Governors</p> <p>Pupil Progress meetings take place and evidence of action plan in SLT minutes</p> <p>ML meet with Leeds Consultant and action</p>	<p>Cost £2,400</p> <p>Cost £1,200</p>

	<p>Teachers are able to use this information to identify and support any pupil falling behind, and enable them to catch up</p>	<p>ML work with consultant from Leeds CC to identify areas of strength and steps to success in developing English/Maths subject knowledge as part of their action plans Middle Leaders to liaise with CPD co-ordinator into further supporting teacher knowledge Teachers identify, plan and monitor OPRs within their class (Start Wk Beg 26<sup>th</sup> Sep, 23<sup>rd</sup> Jan &amp; 1<sup>st</sup> May) Adults in class, feedback OPRs to Interventions Manager, Elaine Boyce, and SLT Termly school to school moderation in R/W/M in EYFS, Yr2, Yr4 and Yr6</p>	<p>provide consultancy time with ML and action plans are in place Through evidence files, LG to check that action plans are being delivered and is having an impact LG to see evidence of impact from Interventions from AHT and OPRs from SENCo LG to speak to HT or AHT monthly regarding school assessment system.</p>	<p>plan created Evidence files are in place and clearly demonstrate the impact of ML actions Evidence of impact on pupil outcomes shared in the SEND part of Pupil Support Committee on 9/11, 1/3 &amp; 7/6 Evidence that assessment is discussed monthly through Governor visit forms</p>	
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### **What is working well with the Assessment in 2016-17?**

- Each pupil progress meeting builds on the last with regards staff and their understanding on DoL and the Milestone process
- Teachers are better at moderating writing and reading after sessions led by Faye for individual teachers, year groups and staff meetings
- Teachers are more confident at explaining the difference between Basic/Advancing and Deep
- The RAID symbols in pupils books is being more accurately used
- Pupil Progress Meeting forms are being adapted in line with the advice on reducing workloads
- The school's assessment spreadsheet is being adapted each time so that it becomes more effective to use
- GL tests taken in Spring showed that the assessments handed in by teachers were accurate in terms ARE

### **How do we know?**

- Staff feedback
- Book Trawls
- Lesson Observations

### **What are we focusing on next?**

- Improved moderation of Maths
- A system to track Standardised Scores using GL tests

## Attendance

### Actions taken this year 2015-16:

- CM has continued to participate in the JESS cluster working group for attendance to maintain a uniform approach to attendance throughout the cluster. (This didn't run in the first half of the year but is now being paid for by the JESS cluster and will continue next year.)
- CM has provided support and training to other attendance officers within the cluster.
- Specific information has been provided regarding individual pupil's attendance for pupil progress meetings.
- Penalty notices have been issued for all unauthorised holidays of five days or more.
- Fast track initiative has been carried out twice this year for all eligible pupils.
- Attendance competitions, such as 100% June, have been run every term in addition to the usual school incentives.
- New sign in system has been installed and children from year one are kept in at breaktimes to complete school work that has been missed.
- Class teachers have been encouraged to run their own attendance competitions and initiatives.
- Letters have been sent to poor attenders in nursery.
- Letters and meetings have taken place for poor attenders in reception.
- Over 100 individual attendance meetings have been arranged throughout the year from Reception upwards.
- JESS cluster provided one day AIO support which we used for late gate, visits and individual meetings.
- CM attended training to complete case work.

### Outcomes:

- The practice across the JESS cluster has remained collective and collaborative.
- The penalty notice system is no longer having the effect of reducing the number of unauthorised holidays. Parents are often prepared to pay the fine as it is still cheaper to take children on holiday during school time. Budget holidays are often offered in term time. Over 800 days have been lost to unauthorised holidays this year which is more than double last year's figure and suggests the PN fining system is having little or no effect.
- The fast track wasn't as successful this year, so it was run again in March to try to impact upon some Reception children who hadn't turned five in the first fast track. Eight children failed, two of which have failed for the last 3 years running, of which 5 received the fine. The other three were withdrawn due to SC involvement.

- There are 42 pupils who have had 10 or more lates in the whole of this year. Despite repeatedly sending letters, having the parents attend meetings and keeping the children in to catch up on work missed at break, there has been no improvement on the punctuality of the worst pupils. There are 21 pupils who have had more than 20 late marks, some have over 60. There are also 11 pupils who regularly arrive after the registers have closed at 9.30. With very few exceptions, these children are all SEN or LA and receive lots of interventions to address this. The constant poor punctuality is having a detrimental effect upon their progress.
- The meetings early in the year and the fast tracks did have a positive effect upon some of our children who made a significant improvement in their attendance.

#### Areas to address next year

- Continue to involve reception in all attendance incentives and competitions and to monitor closely any poor attendance.
- Encourage more involvement of classroom staff in challenging parents and pupils when children have been absent from school.
- Provide support to class teachers for lessons that can highlight the importance of attendance in successful outcomes for adult life.
- **Develop rigorous monitoring of PP children and the barrier to learning of attendance and punctuality.**
- Insist that teachers take an active part in running incentives and competitions in addition to the whole school initiatives.
- Run the fast track procedure again at the end of term one, particularly focusing upon improving the attendance of the New Year one cohort, who have been an unusually poor cohort this year.
- The Local Authority Attendance team no longer offer any support to schools with the exception of statutory procedures (CME and taking cases to court.)

## Subject: Attendance

1. Whole school approach when taking responsibility for attendance.
2. That all children attend school regularly and on time.
3. That prompt intervention is initiated to support pupils and parents when attendance becomes a concern.

As a result, the whole school attendance will continue to improve.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Consistent application of Procedures</b>					
<b>1. To improve or maintain good attendance through a whole school approach.</b>	<p>Further increase in whole school attendance during 2016/17. School target for 2016/17 is 96%</p> <p>The number of PAs will decrease from last year's number of 37.</p> <p>Parents continue to contact school on the first day of absence.</p> <p>Medical appointments are brought into school as evidence.</p> <p>Class teachers are regularly challenging parents and pupils about unexplained absences.</p> <p>Attendance officer undertakes all aspects of casework.</p> <p>Nursery parents are reporting absences to the school.</p>	<p>Continue to keep the profile of attendance high throughout school by:</p> <p>Staff meetings, performance management and pupil progress meetings.</p> <p>Monthly draws, class prizes, new attendance display in the hall, new school attendance mascot.</p> <p>Early intervention for known PAs, especially Yr1, clear attendance expectations given at parent meetings by CM.</p> <p>Raise profile of attendance in Nursery; include nursery pupils in text system for absence.</p> <p>Class teachers to call parents regarding absence, send letters and arrange their own meetings where necessary.</p> <p>Deliver lessons designed to highlight the importance of attendance and the negative effects of poor attendance. CM and class teachers. (Planned for</p>	<p>Class attendance displays to be used consistently, CM and FP.</p> <p>Monitor last year's PAs weekly.</p> <p>Ensure Class teachers are taking appropriate actions CM and FP.</p> <p>Learning walks by phase leaders refining attendance display.</p> <p>Report to Governors. Internet – promote attendance results on school website.</p>		<p>Prizes. Reward trips. New school attendance mascot costume.</p>

	<p>The number of absences are reduced this year.</p> <p>Take prompt CME action where necessary.</p>	<p>Attendance week)</p> <p>Continue to send traffic light letters home every half term. CM</p> <p>CM lead parent information meetings/key information discussed in parent consultation.</p> <p>CM attend JESS Cluster network meetings to share good practice and promote consistent approach throughout the cluster.</p> <p>CM update the Attendance and Safeguarding policies with new CME procedures.</p>	<p>Data sent to LCC and the Cluster.</p>		
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**Prioritise Punctuality**

<p><b>2. Improve the number of late marks through a whole school approach.</b></p>	<p>The number of late marks to improve from last year's number of 1550.</p> <p>Parents are aware of and utilise breakfast club to improve their children's punctuality.</p> <p>Parents are fully aware of the negative effect poor punctuality has upon their child's learning.</p>	<p>CM and CP to arrange 'late gates' where CP can offer support to parents and follow this up. (at least once every two weeks.)</p> <p>Class teachers meet with parents whose child has more than two lates in a week.</p> <p>If there is no improvement upon a pupil's punctuality then FP and ML will meet with parents.</p> <p>Pupils <b>catch up work</b> missed during break time. Quality work to be provided by class teacher.</p> <p>DJ to record minutes late on SIMs for children with poor punctuality.</p>	<p>Ensure teachers are carrying out the lates procedure.</p> <p>Check numbers weekly.</p>		
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**Quick, effective intervention**

<p><b>3. To improve attendance through prompt and effective actions.</b></p>	<p>All school intervention and actions are recorded accurately to ensure successful legal action should it be required.</p> <p>Class teachers to record any actions they may undertake with parents.</p>	<p>CM to accurately record all conversations, telephone calls, visits and meetings</p> <p>Run fast tracks where necessary to improve individual attendance quickly.</p> <p>Class teachers monitor attendance and take their own action in addition to the work done by CM.</p> <p>CM to monitor and analyse PP children attendance.</p>	<p>CM to monitor attendance and lates weekly.</p> <p>DJ to monitor lates and attendance daily.</p>		
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### **What is working well with Attendance in 2016-17?**

- Introduction of the new school Attendance mascot, Pikatchu
- Leadership are aware of current picture of attendance across school and next steps.
- Investment of AIO for dedicated time to follow-up procedures and working with families to reinforce expectations.

### **How do we know?**

- Deep Dive Report by Mandy Voller (Leeds City Council) outlining strengths and recommendations which leaders were able to discuss.
- New fast track round of families underway through AIO.
- Children can talk with enthusiasm about Pikatchu and the links with attendance.

### **What are we focusing on next?**

- Raising accountability levels of teachers and an awareness of the key step they have for early intervention of attendance and punctuality.
- Raising accountability of parents with follow up meetings and calls (CM/CL/AIO/SLT)
- Hosting our first Attendance week in school to raise the profile of Attendance and punctuality across the whole school community.
- Build on the recommendations given in the Deep Dive Report by Mandy Voller.
- Explore the possibility of closing the late registers to 9:15 rather than 9:30 over a 3 week monitoring period to see the impact on attendance. From this, a decision on the late closing time for September.
- Ensure smooth transition for September of the new attendance team, including the new Assistant Head teacher who will have the responsibility of Attendance.
- Ultimately, we continue to use effective strategies and trial new strategies to raise our attendance to at least 95%

## Subject: Positive Behaviour

1. That the behaviour policy is being **consistently applied** across the school.
2. That good behaviour is encouraged through the use of **rewards**.
3. That children causing concern from their behaviour are **quickly and effectively intervened**.

As a result, it supports the school community's drive for **whole-school improvement**.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Consistency in application</b>					
<b>1. To ensure that the new behaviour policy is being consistently applied.</b>	<p>The new policy enables the school to continue its upward trend towards impeccable behaviour.</p> <p>All adults working or volunteering within school follow consistent behaviour strategies and routines.</p> <p>Parents are aware of the policy and support the school in the decisions made regarding the behaviour of their children.</p>	<p>Behaviour leader and SLT to monitor the consistency of the application of the policy.</p> <p>Behaviour leader and SLT to ensure that all adults working within school understand the policy.</p> <p>Parents to receive leaflets outlining the policy and the rewards included.</p>	<p>FP to conduct learning walks to monitor the consistency of approaches to behaviour management and the use of the traffic light system.</p> <p>SLT to monitor the implementation of the policy during learning walks, observations and movements around school.</p>	<p>The children will be aware of the new policy and the consistent approach to behaviour management by all adults.</p> <p>The impact of the policy on individual children will be monitored through discussions with class teachers, phase leaders and intervention leaders (ie SM &amp; LL – nurture)</p>	Nil
<b>Reward good Behaviour</b>					

<p><b>2. To promote good behaviour through the use of rewards.</b></p>	<p>Each class to select a child who has behaved impeccably all day to receive a 'Good to be Green' sticker.</p> <p>Each class to select a child who has behaved impeccably all week to attend a 'Good to be Green' fun session on a Monday afternoon (2:45-3:15).</p> <p>A child from each year group who has behaved impeccably all term will be selected for a reward.</p> <p>The class with the most green weeks will receive a reward at the end of the year.</p> <p>All children who have behaved impeccably all year will receive a reward at the end of the year.</p>	<p>CL to ensure each class has the stickers and certificates required for the daily and weekly rewards.</p> <p>CL to organise two TAs to run a fun session on a Monday afternoon for half an hour with 1 child from each class.</p> <p>CL to organise the termly and yearly rewards.</p>	<p>FB to meet with the TAs regularly to discuss the effectiveness of this and to also interview some children to gain their opinions.</p> <p>FB to monitor the impact of the rewards in the classroom through discussions with class teachers and phase leaders.</p>	<p>Through discussions with FB, the children will have to opportunity to discuss their experiences when attending the fun session.</p> <p>Children will also be able to discuss what they are doing to keep themselves on green to ensure that they have the opportunity of receiving this reward.</p>	<p>Possible need to buy games for the children to play during the fun sessions on a Monday.</p>
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<p><b>3. To ensure that children who are of concern are dealt with quickly and effectively.</b></p>	<p>A relationship between home and school will be built to support families with their child's behaviour.</p> <p>The behaviour leader and inclusion team will work together to support individual children and families.</p>	<p>CL to ensure that class teachers are discussing behaviour with parents.</p> <p>CL to send letters to parents when the behaviour of their child is becoming a concern.</p> <p>CL and the class teacher to meet with parents who's child's behaviour is still a concern after the initial letter has been sent.</p> <p>ML and the class teacher to meet with parents who's child's behaviour is still a concern after the meeting with CL.</p> <p>CL to pass on names and behaviour details of children to the inclusion team to enable them to discuss actions to be taken during their weekly meeting.</p>	<p>FB to monitor the impact of the discussions and letters through the weekly behaviour monitoring sheets.</p> <p>FB to monitor the meetings that teachers are having with parents regarding their child's behaviour.</p>	<p>The strive for impeccable behaviour in class, at home and around school will enable children to learn more effectively.</p> <p>School will be a fun and engaging learning environment where the children and adults form excellent relationships, are aware of the boundaries and are able to stick to these consistently to ensure that learning is effective for all children.</p>	<p>Nil.</p>
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**What is working well with Behaviour in 2016-17?**

- *Reward is much better than punishment*
- *Recognising when/what triggers unwanted behaviour and avoiding escalation (techniques and strategies)*
- *Consistency is very much a key factor. GOOD CONSISTENT routines. Perceived Fairness (by those with good behaviour as well as poor).*

**How do we know?**

- *The level of incidents has dropped dramatically in ALL areas of the school.*

**What are we focusing on next?**

- *Even more emphasis on the above.*
- *MORE consistency with how the traffic light system is used – INCL temporary staff.*

## Computing

### Actions taken in 2015-16

- **Updating Computing policy**

My initial action this year was to update the ICT policy and ensure that all teachers are aware and consistent at using the policy. I did this by emailing all teachers the new ICT policy. The most important parts of the policy include teaching Computing using the Switched on Computing, communicating with others safely and respectfully and at what levels they should be teaching Computing.

- **To ensure that iPads are used as an educational tool**

Prior to this, iPads were being used in schools as a research tool. This year I sent a questionnaire to teachers asking them what apps they used, didn't use and the suggestions they had for apps. I deleted apps that weren't being used then have started to download new ones. These include memory games that will assist starter activities in lessons and interventions. Next year I would suggest investing in apps that need to be paid for.

- **Internet safety week**

As a school, we had an internet safety week. Along with the SEAL co-ordinator, we suggested sessions that could be taught throughout different year groups and provided resources for them. This is an important issue to continue doing annually so that children are aware of how to stay safe and what to do if they feel unsafe

- **Buying new software**

I bought new software, Communication iPrint. This is a vocabulary based software that would assist all areas of the curriculum as well as SEN and EAL. After buying this software I led a training session in front of all teaching staff, showing them how they can use the software.

### Next Steps:

- Next year, the continuation of investing in apps needs to take place. Continuing to check standards in the teaching of Computing by collecting in planning.
- Increase opportunities for PP children to have access to digital technology as a driver to learning.

## Subject: Computing

1. To ensure that all children are aware of E-safety and **how to be E-safe** (appropriate to age)
2. That apps (I-pads) and computing programmes (laptops) used within school are **updated regularly** to support children in their learning.
3. To **promote** E-leaders within the school

As a result, children within school will be effective and safe E-users

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>E-Safety Awareness</b>					
1.	<p>All children within school will be aware of how they can keep themselves safe when using the internet.</p> <p>All children within school will know what procedure to follow should they feel <i>unsafe</i> on the internet.</p>	<p>Class teacher to deliver effective E-Safety lessons.</p> <p>Class teacher to deliver effective E-Safety lessons</p>	<p>Evidence of work completed to be passed to ER.</p> <p>E-Safety display to be create (whole school) to present work completed.</p> <p>ER to ask a range of children from across the school questions regarding E-Safety.</p>	<p>Children will be aware of E-Safety procedures and will be able to show this through completed work and/or discussion.</p> <p>Children will refer to the display as a point of reference.</p>	<p>Questionnaire for children.</p> <p>Wall space for display.</p> <p>Completed work.</p>
<b>Regular updates</b>					
2.	Children will use apps/programmes to move their learning forwards	Teachers will plan for time using I-pads/laptops	ER to ensure I-pads/laptops are used effectively to support learning	Children will enjoy using apps/programmes to support their learning	Internet Time for staff Ipad/laptop to research

	<p>Teachers will be aware of which apps/programmes can support children</p> <p>ER will monitor the use of/the need for/the rerelease of new apps to support learning</p>	<p>ER will ensure all teaching staff are aware of any new apps/programmes and how best to use them.</p> <p>ER will speak with teaching staff regarding those apps that have been tried and tested (those that are good/bad) and use this information to keep/get rid of apps/programmes</p>	<p>ER to support staff in the use of any new or unfamiliar apps/programmes that they wish to use</p> <p>ER will research the market for new/suggested apps/programmes to use in school</p>	<p>Specific apps/programmes will be used to support learning.</p>	<p>market</p>
<b>Promote E-leaders</b>					
3.	<p>Children within KS2 to be appointed role of 'E-leader'</p>	<p>ER to investigate 'Digital Leaders' and what it entails/how could it be beneficial to children at school.</p> <p>Children with basic/advanced knowledge of computing skills to be elected in each class for the role of E-Leader.</p>	<p>ER to ensure E-Leaders are up to date and confident in their role.</p> <p>To monitor the use of E-Leaders within school and the impact it has upon children in lessons by asking non E-Leader children their thoughts/opinions</p>	<p>E-Leaders are seen as a valuable addition to computing lessons.</p> <p>Children feel more supported in their computing lessons.</p>	<p>Children to become E-Leaders.</p>

**What is working well with Computing in 2016-17?**

- 

**How do we know?**

- 

**What are we focusing on next?**

## **Cooking**

### Actions taken this year 2015-16:

- Year group cooking weeks were used with a cooking day for each class or year group.
- Opportunities for children to build on the skills they developed last year.
- A wider range of skills applied to make different meals.
- Safety information shared with all staff through safety demonstration videos.
- Cooking information and resources put on 'central resources' for teachers to access.
- Cooking risk assessment analysed and improved.
- Cooking weeks were based around a theme with a focus cooking day to apply skills.

### Outcomes:

- Children were able to enjoy cooking in their class.
- Staff have had an opportunity to address healthy eating in a practical way.
- Children found out about different fruits and vegetables.
- Staff found the cooking day more manageable than trying to arrange different groups to cook each day within a week.
- Less ingredients wasted and store cupboard ingredients kept in the same place so staff can check what is already there.
- Classes have a good knowledge of simple techniques they can use and how to ensure safety when using equipment.

### Areas to address next year:

- Ensure children have the opportunity to learn about where their food comes from.
- Keep the risk assessment updated and ensure staff are checking and amending it where necessary.
- Review of staff training needs.
- Review equipment to see if we are missing any essential equipment or if any equipment has been broken/lost.
- Allow year groups to choose their own recipes to fit in with topics or other areas of the children's learning if possible.

## Subject: Cooking

1. That children are taught about where food comes from alongside cooking.
2. That children are encouraged to try new foods.
3. That staff are confident teaching the skills and techniques involved.

As a result, children will have a broader knowledge of food and what they are eating. Staff will be able to teach children safe and correct techniques when cooking.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Broader subject knowledge</b>					
To improve children's knowledge of the farm to fork trail.	Children will be able to say where food comes from.  To ensure children understand that food doesn't just come from a supermarket.	Cooking to be taught as a whole topic rather than one lesson.  Cross curricular links made to allow greater depth when looking at a particular food.	Planning scrutiny.  Lesson observations.		Time for lesson observations.
<b>New foods</b>					
To encourage children to try foods they haven't had before.	Children are prepared to try new foods.  Children are rewarded for trying a food they are unsure about or haven't eaten before.	Tokens given out to children trying new foods in the dinner hall.  Food tasting as part of the cooking carousel.	Lunch time drop in. Planning scrutiny.		Tokens Time for drop ins.

Staff confidence					
To provide CPD for all staff particularly any staff that are new to the school.	All staff to have a good understanding of the techniques and skills they will be teaching to the children.	Staff Questionnaire to find which areas they are less confident with. Staff meetings to meet staff needs and CPD courses if necessary.	Staff Questionnaires Staff Meetings		CPD courses

#### What is working well with Cooking in 2016-17?

- Children are learning more about where food comes from and have an increasing knowledge of healthy foods.
- The allotment has allowed children to see some of these foods growing and helped them understand what is needed to grow these foods.
- Children are encouraged to try new foods in the hall and are sometimes being rewarded for trying something different at lunch times.
- Children are learning a variety of skills through their cooking lessons.

#### How do we know?

- Pupil questionnaires have shown a greater knowledge of where food comes from and what we should eat.
- Children have helped grow foods in the allotment.
- More children, particularly in key stage one, are open to trying different foods in the lunch hall and have been seen doing so by staff.
- Many children have also tried a new fruit or vegetable as part of their #30 things challenge.
- Planning for cooking has shown a range of skills being taught to the children.

#### What are we focusing on next?

- Making cooking equipment easier to access as classes have found it difficult this year with it being located in a year 6 classroom

## Continuous Professional Development CPD

### Subject: CPD

1. Continuing Professional Development is a **personalised approach** to improving professional practice.
2. **Sustainable CPD opportunities** are organised and implemented to support teacher, learner and school needs.
3. Opportunities for **reflective practice** encourages the CPD to have a positive impact on improving an individual's attributes, knowledge, understanding and skills.
4. From this, the CPD mark will be applied for as recognition of an effective CPD system

As a result, it supports the school community's drive for **whole-school improvement**.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Personalised approach</b>					
1.To evaluate current CPD needs and delivery.	<p>Identify strengths of current CPD system identified.</p> <p>Understand staff views on CPD delivery methods identified.</p> <p>Identify areas for development from staff views on CPD for 2016-17</p> <p>Key findings shared with staff and Governors.</p> <p>Staff can explain confidently how CPD is implemented and who to contact.</p> <p>Staff can identify expectations of CPD process and reasons for CPD.</p> <p>A range of delivery methods for CPD are used appropriate to the needs of staff and the content of training.</p>	<p>Staff audit of CPD provision.</p> <p>Key findings from questionnaire discussed with SLT and staff to justify CPD system for 2016-17.</p> <p>CPD action plan written.</p>	<p>ML to monitor effectiveness of CPD role/Action Plan.</p> <p>CPD/Training Governor to have access to questionnaire results and CPD action plan.</p>		<p>CPD Staff Questionnaire</p> <p>Staff Questionnaire results overview</p> <p>CPD Action Plan.</p>

<p><b>1b. To implement an effective CPD programme.</b></p>	<p>Staff can explain confidently how CPD is implemented and who to contact. Staff can identify expectations of CPD process and reasons for CPD. A range of delivery methods for CPD are used appropriate to the needs of staff and the content of training.</p>	<p>FP to track the delivery of all CPD each term. FP to research/network a range of opportunities for key messages to be delivered to staff for CPD. FP to lead a staff meeting (Sept '16) to explain the CPD process and expectations.</p>	<p>FP to feedback ML during weekly SLT meetings. ML to observe staff meeting and feedback to FP. FP to feedback key findings during Governors meetings.</p>		<p>CPD overview flow-chart CPD Staff views on delivering CPD results Leeds Learning/external CPD websites/brochures. CPD budget</p>
<p><b>Sustainable support</b></p>					
<p><b>2a. To develop a range of sustainable CPD opportunities.</b></p>	<p>Training reflects staff needs. Increased number of CPD opportunities for all staff. Improved staff practice on focused CPD area during drop-ins, observations. Improved score in July '17 from July '16 on staff CPD positive views.</p>	<p>CPD needs from observation feedback is communicated to CPD co-ordinator. Upcoming training opportunities communicated to appropriate staff members. FP to research opportunities for training within school cluster, external companies, Leeds Learning. FP to network with other schools regarding effective CPD in school. FP to track CPD opportunities and hours of CPD completed. FP to implement, compare and analyse staff CPD questionnaire in July '17 with July '16.</p>	<p>Governor meeting Phase leaders – drop-ins, observations, book trawls, performance management reviews.</p>		<p>Observation/drop-in/book scrutiny feedback sheets PM targets CPD tracker CPD Staff view questionnaire and analysis</p>
<p><b>2b. Support sustainable leadership skills.</b></p>	<p>Middle Leaders engaged in Middle Leaders programme with Leeds City Council. Middle leaders attend at least 2 network meetings each. Eng/Maths leaders feedback key messages in staff meetings at least 1 per half term.</p>	<p>FP/CS/KM meet with Tracey Marshall to identify expectations and action plan for 2016-2017. Action plan created and shared with middle leaders and SLT. FP to book FP/ML onto</p>	<p>FP to monitor KM/CS progress in middle-leadership support sessions through discussion with TM. FP to monitor middle leaders</p>		<p>SL time (KM/CS) SLA investment Phase Leader Time CPD Budget SLT meeting time. Phase leader</p>

	<p>SLT attend all YourSpace leadership support training days. Phase leaders networking with 2 other leaders from other schools to share best practice. Phase leaders talk with confidence regarding strengths, areas for development and opportunities in each phase. Increased mentoring and coaching opportunities within school as well as school-to-school support. New Governors all attended Introduction to Governance modules. Governors have opportunities to develop understanding of area of monitoring e.g. Pupil Premium</p>	<p>YourSpace training. FP to book governors onto appropriate Governors courses. Phase Leaders to network and set up at least 2 opportunities to share best practice and feedback in SLT meeting. Phase Leaders to take part in an interview with FP/ML on current picture of their phase. (Sept '16) FP to book JA (PP Gov) onto local PP conference</p>	<p>action plans. Governor meeting. SLT meeting with Middle Leaders.</p>		<p>interview questions/ feedback</p>
<p><b>2c. Support NQT/RQT development</b></p>	<p>LR and AB to attend all NQT network meetings and training. LR and AB feedback key learning to mentors in mentor meetings. NQT/RQT are showing at least good features in their practice by July 2017.</p>	<p>FP to organise NQT/RQT programme for 3 AB/LR and JR. NQT/RQT mentors to regularly feedback on quality of T and L to SLT.</p>	<p>Mentors to monitor individual teacher progress. FP/ML to monitor mentor support.</p>		<p>Leedsfor Learning RQT/NQT programmes  Phase Leader/SLT time</p>
<b>Develop reflective practice</b>					
<p><b>3a. To provide opportunities for reflective practice.</b></p>	<p>All staff members have a CPD journal from Sept '16. Staff are regularly using their journals to reflect key learning points. Staff have organised time to feedback to appropriate stakeholders. Other staff members use CPD feedback in own practice.</p>	<p>FP to order CPD journals to develop a 'personal development career portfolio.' FP to monitor staff CPD journals termly, sharing best practice in a subsequent staff meeting. SLT to plan in staff meeting time/time in weekly briefings/morning meetings for information to be cascaded. SLT to identify key learning</p>	<p>FP to monitor staff journals termly. SLT meetings.</p>		<p>CPD budget Staff journals Staff meeting time as appropriate SLT meeting time.</p>

		points discussed in feedback during classroom practice.			
<b>3b. To feedback CPD delivery</b>	SLT have clarity on CPD needs and provision. Governors have clarity on what CPD has taken place each term, the reason for this and any impact, both short and long-term. To evidence how CPD has been 'Value for Money' in 2016 – 17.	FP to write a termly CPD Report.  FP to attend Governors meetings to discuss CPD provision.	CPD/Training Governor to have contact with FP 1 x each half term.		Governor meeting time. CPD budget breakdown
<b>CPD Mark</b>					
<b>4. To research the opportunity to apply for the 'CPD mark.'</b>	Identify the assessment criteria for the quality mark in delivering an effective CPD programme. Achieve the CPD Mark by December '17, reflecting an investment in long-term development in staff and HCPS.	FP to discuss with CPD systems in COGs and any experiences of CPD mark.  FP to contact other schools in area who have CPD mark to share best practice.  FP to discuss CPD mark opportunities with SLT and Governors.  FP to identify and then communicate with a <b>'Lead Governor'</b>	ML/FP/CPD Mark Lead Governor		<a href="http://www.cdpmark.co.uk">www.cdpmark.co.uk</a> website to register and access resources.

### **What is working well with CPD in 2016-17?**

- Staff learning journals provide staff opportunities to reflect and identify 3 key learning points that can be used in own practice or across the school.
- Increased number of Governor training opportunities for new governors which have set out clear roles and expectations, whilst increasing a deeper understanding of school systems. Governors are proactive in searching for suitable training opportunities to develop their role as Governor. Examples include: EYFS, Pupil Premium, Gov Induction training, OFSTED preparation, safeguarding and SATs training.
- Opportunities to support middle leadership through Leeds City and NPQML participation.

### **How do we know?**

- Learning journal monitoring shows staff are using these regularly on courses and staff meetings. Staff are using the journals to give feedback during staff meetings. In observations/drop-ins, staff are using techniques/resources that have been accessed through CPD e.g. PWP – Talk for writing process,
- Governor reports on training courses accessed. Governors have increased their levels of challenge towards senior leaders, due to a deeper level of understanding. (see Governors meeting minutes)
- Implementation and evaluation of Middle Leader action plan with Tracey Thomas-Marshall. Raised profile of middle leaders in school through leading staff meetings, assemblies, attendance at SLT meetings, feeding back to rest of SLT termly on English and Maths monitoring, NPQML project (E.g. Maths – CS has implemented new initiatives to raise standards in Mental Maths and results indicate these have had a positive impact across the whole school)

### **What are we focusing on next?**

- Careful planning to support the transition to the new leadership structure through focused CPD opportunities to develop leadership capacity.
- Developing further a system which enables staff to regularly feedback the CPD undertaken.
- Application of CPD Mark to reflect the personalised support given to developing the staff team, including Governors.

## English

### Actions taken in 2015-16

- In EYFS and KS1, teachers were observed by KM and EW to identify any issues we have with the teaching of phonics. To ensure consistency, KM changed the approach to ensure we are meeting the structure of the letters and sounds scheme. Rosa Pryke was invited in to see these changes and then identified what our next steps were.
- Learning Walks – Environments were looked into, particularly in EYFS, to ensure they are providing phonic activities in provision areas. KM and LB also conducted a drop in on guided reading in the Summer term to prepare targets for the following year.
- Book Trawls – Higher achieving children's books were looked at to evaluate the challenge available to them, starters for SPAG were also evaluated to ensure they met the outcomes for each year group.
- SPAG was a focus because of the new SATs tests introduced in Year 6 and Year 2. Teachers were asked to identify the SPAG they were teaching on the planning (highlighted in purple). Each teacher was provided with an overview of what should be taught in each year group. A planning trawl was used to ensure the SPAG element was consistent with the overview provided.
- Handwriting – Time was spent on handwriting to ensure staff were aware of the high expectations for handwriting. The Penpals handwriting scheme was reintroduced and new resources ordered if they were needed. Time tables were collected to ensure that a lesson a week for 30 minutes was dedicated to handwriting.
- Book areas – To introduce the focus on reading for the following year, each class were given £30.00 to spend on books which would become their 'class reading books'. These books are age appropriate and introduce children to a range of authors. Teachers were also given £50.00 to spend on their reading areas. Children chose their theme and teachers created them using the money provided. This is to encourage pleasure for reading within the classrooms.
- Individual readers – Teachers were challenged to listen to the children in their class read three times a week for 5 minutes. We focused on the reading aspect so the comprehension can be covered in guided reading sessions/English.

### Outcomes

- In the year 1 and year 2 phonic screening tests, we achieved our highest score of 91%. Teachers are teaching phonics consistently, sharing resources and applying decoding skills when reading and writing. Because of this, spelling has also improved.
- SPAG – Spelling, grammar and punctuation is now included on the planning and in the starters. Because of this, Year 2 and 6 achieved well on the SPAG SATs (Year 2 took part in the tests even though it was optional).
- Phonic provision in EYFS is still been developed. However the provision that is available is matching the needs of the children and the phonic aspect they are teaching that week. To ensure consistency in EYFS, the planning document was titivated to identify provision. After, the KS1 planning document was also changed to ensure all teachers were planning the same.

- Handwriting – Because of book trawls and added resources, teachers were teaching handwriting on a more consistent basis and following their timetable. In most classes, handwriting improved.
- Improvement in the fluency of reading. Despite the challenge on time, staff at HCPS were listening to children read at least three times a week. As a result, children were reading fluently. Particularly in Year 2, more children were meeting the interim assessment for working 'at' as they were reading fluently and speedily, applying phonic knowledge when needed.

### **Areas to address**

- English displays – To ensure that all teachers have a consistent approach to their working walls. Many working walls for English are used as 'displays' for vocabulary terminology. They should be active walls which change when the topic/book does. Documents and resources should be added which relate to their learning. A focus of SPAG should be added and link to their current learning.
- Phonic displays – EYFS and KS1 staff must ensure they have an English Working Wall and a Phonic Working Wall. Again, this should be changed when the phoneme changes, identifying 'New Learning', 'Spellings' and 'Sentences'. Tricky words and common exception words that the children are learning may also be displayed.
- To further the focus of reading, author focus days will be introduced to ensure our children have and have learnt about a bank of authors, authors will be invited into school to discuss their roles and an individual reading scheme will be developed (including reading records to encourage reading at home).
- Guided reading – a WAGOLL needs to be created by KM and implemented whole school.
- Handwriting – A continued focus of handwriting will be sustained with new resources ordered if needed. A moment of the staff meeting may be needed to introduce fine-motor skills games for EYFS and a WAGOLL of a handwriting lessons for KS1/2.
- Interventions –\_How are the interventions addressing children's needs? Are they applying what they learn in their intervention into the classroom? How else could we develop the interventions to further a child's development/attainment? KM to observe and work with teachers/SENco.
- Monitoring of English Interventions based on PP spending focus e.g. developing language, use of talk for writing.

## Subject: English

1. That the whole school approach to writing is successfully implemented (Primary Writing Project).
2. That children are reading widely, applying fluency and developing comprehension skills.
3. That children are quickly identified and provided with specific interventions to close gaps.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Consistent approach to writing</b>					
<p><b>1. To successfully implement a new writing approach (PWP)</b></p>	<p>All stakeholders are aware of the need to adapt our approach to Writing and the changes made.</p> <p>Teachers are consistent in using the techniques and strategies within the PWP.</p> <p>Pupils are more engaged in Writing and as a result outcomes improve.</p> <p>In-school gap between PP and Non-PP children is reduced in writing.</p>	<p>PWP Leadership Team to attend PWP days (KM, ML, FP, LB, EW and MT).</p> <p>All staff to attend PWP training days, including TA's.</p> <p>All year groups to teach three weeks of English using consistent approaches and techniques found in the PWP handouts.</p>	<p>KM to analyse planning half termly once PWP is introduced.</p> <p>KM to conduct learning walks during English lessons.</p> <p>KM to ensure TA's have a good understanding of the process as well as teaching staff.</p>	<p>Pupils will be aware of the approaches and be more engaged in English lessons.</p> <p>Gap between boys and girls closing.</p> <p>More children achieving non-negotiables in English.</p>	<p>PWP handouts/stories/resources to record.</p>

**Reading – Fluency and Comprehension**

<p><b>2. Pupils develop fluency and comprehension on skills through wider reading.</b></p>	<p>Teaching staff in EYFS and KS1 feel confident to teach the correct phase within their year group and continue to embed the consistent approach to phonics that was developed in 2016.</p> <p>100% of children achieve the Year 1 standard in phonics screening test.</p> <p>100% of children reading at ARE in Year 2.</p> <p>More children achieving the Year 6 ARE in reading in the SATS for 2017 than in 2016.</p>	<p>Teaching staff in EYFS and KS1 to have a consistent approach to teaching phonics, ensuring that all children are given the opportunity to read words containing specific graphemes and provide every day writing opportunities for these skills to be applied.</p> <p>Teaching staff to implement approaches to reading from the 'Reading and Phonics' clarity document.</p> <p>Plenty of opportunities to read and develop comprehension skills through;</p> <ul style="list-style-type: none"> <li>• 3 x 5 minute readers</li> <li>• reading buddies</li> <li>• guided reading</li> <li>• English (PWP)</li> <li>• Ebooks</li> </ul> <p>Wider reading opportunities, for example using the library on a regular basis and teachers reading class books to children three times a week.</p>	<p>KM and phase leaders to conduct learning walks on guided reading sessions (phase leaders to discuss these with KM if completed independently)</p> <p>New staff able to observe experienced staff teaching guided reading.</p> <p>Rosa Pryke to visit December 2016.</p> <p>KM to conduct termly phonic learning walks.</p> <p>Teachers to hand in phonic data termly to be analysed by KM.</p> <p>Year 1 teachers to conduct termly practice screening tests to identify gaps.</p> <p>Pupil interviews based on reading.</p> <p>Class texts to introduce children to new authors (Teachers to be given £50 to spend).</p> <p>Teachers and pupils to design reading areas to encourage classroom reading.</p> <p>Timetables handed in to ensure class story time three times a week.</p>	<p>Continue consistent approach to teaching phonics.</p> <p>100% of children in Year 1 achieving the standard in the phonic screening test.</p> <p>All children in Year 2 achieving ARE by July 2017.</p> <p>Higher percentage of children in Year 6 achieving national expectations in Reading SATs test in 2017.</p>	<p>Phonic Data Sheets</p> <p>Phonic Planning Sheet</p> <p>'Reading and Phonics' Clarity Document</p>
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**Quick, effective intervention**

<p><b>3. Teaching staff to identify gaps within first half term to successfully implement intervention opportunities.</b></p>	<p>All teaching staff identifying gaps within first couple of weeks and planning accordingly to fill them.</p> <p>Teaching staff identifying 'class gaps' from the cold task in PWP for all pupils in class to achieve.</p> <p>EYFS and KS1 teaching identifying children who will benefit from pre-teaching phonic activities to achieve phase allocated for that year group.</p> <p>Detailed analysis of English interventions to support diminishing difference between PP and Non-PP children.</p> <p>Teachers to have termly meeting with SENco to update progress on specific children attending ALK, BEAR, Phonics Catch Up and FFT.</p>	<p>Wave 2 interventions to take place twice a week by teaching assistant or teacher.</p> <p>IEP to be conducted for specific children three times a week.</p> <p>Pre-teaching groups for phonics in KS1/EYFS to teach new graphemes.</p> <p>Teachers to use cold task as assessment.</p> <p>Specific children allocated by teaching staff and SENco to attend ALK, BEAR, Phonic Catch Up and FFT.</p>	<p>Phase leaders to report to KM on Wave 2 interventions.</p> <p>KM to monitor children identified for specific interventions such as ALK, Phonics Catch Up, BEAR.</p> <p>KM to create profiles and evidence sheets for 6 children within school who are making good progress due to interventions in place despite EAL/SEND/PP.</p>	<p>% of children achieve ARE once completed Wave 2 interventions.</p> <p>Specific children making assigned progress on B Squared.</p> <p>Higher percentage of children achieving phonic screening test due to pre-teaching and BEAR.</p> <p>More than 75% of children achieving non-negotiables by July 2017.</p>	<p>Evidence sheets for specific children.</p> <p>Monitoring sheets for specific interventions.</p>
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### **What is working well with English in 2016-17?**

- The PWP has been introduced in all year groups
- Orally rehearsing stories are now shared on the school website and in Star Assemblies
- Story maps are also shared on the school website and sent home to parents
- Staff are much more aware of what Short Burst Writing is and what it looks like
- Reading as a reader and Reading as a writer is now more developed, including A3 pages with boxes for different sections
- Boxing up is now more consistent and does not lead to a wasted day drawing a story map
- Staff are becoming more aware of how to move further from the text for the higher attaining children
- Progress can be seen from Cold Task to Hot Task
- Poetry and Non-Fiction are now taught in all year groups
- A long-term plan is in place
- Non-fiction is taught in Topic
- The Pie Corbett Reading Spine has been purchased

### **How do we know?**

- Book Scrutiny
- Lesson Observations
- PWP leadership team meetings

### **What are we focusing on next?**

- Handwriting
- Spelling
- Continuing to increase the challenge for Higher attaining children
- Maintaining consistency across the school with new staff
- Create a clarity document for Writing

## Foundation Stage

### Actions taken this year:

- All EYFS staff training on supporting play and early maths and phonics skills. I have lead training and monitored through learning walks and lesson observations.
- We have purchased a new electronic system for assessment and monitoring progress. Lead staff training on it and supported its use throughout the year.
- We have implement the reception and nursery baseline in line with government recommendations.
- We have looked at provision and in reception set levelled challenges to support different abilities within groups.

### Outcomes:

- The staff are more confident within provision on moving learning forward with questions and support. Staff are much more aware of early maths and phonics skills.
- The electronic software is working well, all staff happy to take observations with it and teachers easily moderate these. We have balanced physical evidence with observations well this year and will be ready to roll it out to parents next year. The teachers have found it very useful for identifying gaps and showing progress. This has also made looking into different groups of learners much easier to do.
- The children where assessed on 2 different systems for baseline, which broadly agreed. However do to government policy change this will not be continued.
- Reception children have accessed to levelled challenges that has developed their independence and resilience within provision. Nursery set up provision for the SEN children aimed at a 2yr old level. This will be continued next year with additional training.

### Areas to address next year:

- To involve parents more in education and assessment.
- To further develop provision to support different abilities and develop staffs understanding and ability to pose different word balanced questions.
- To continue to develop outside learning in inline with findings from Finland and the installation of the new canopies.
- To support the 2 new Reception teachers, ensuring rapid progress and high levels of challenge.
- To monitor and track barriers to learning for EYPP children.
- To implement new planning ideas based around teaching in provision.

Area of SEF: Effectiveness of Early Years					
Priority 5 : To develop children who are highly motivated and eager to join in; demonstrate curiosity, imagination and concentration and who are highly responsive to adults and each other					
Priority Leader: MT		Gov Com: Pupil Support		Link Gov: Clair Burgess	Cost of Priority: £3990
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of impact on Pupil Progress?	Resources
5.1. Develop our provision so that it is outcome based and meets the needs of the pupils	<p>For all stakeholders to recognise and understand the move towards outcome based provision and the benefits it has for our pupils</p> <p>All staff to effectively use outcome based provision to improve outcomes for pupils</p>	<p>PL to lead training for teachers or to access training from the Local Authority based on effective provision (Sept 16')</p> <p>PL to produce effective planning formats for Outcome Based Provision so that teachers are able to plan for gaps and understand how to assess the children (Sept 16')</p> <p>PL to attend ABC conference in order to understand how to effectively provide provision that benefits the pupils (27<sup>th</sup> Nov)</p> <p>PL works with all adults in the EYFS to improve their ability to use observations to assess for small next steps that need to be in provision (Sept 16')</p>	<p>LG to check that all teachers feel confident in the new outcome based provision through visiting the unit and discussing with the adults;</p> <ul style="list-style-type: none"> <li>• Training received</li> <li>• Impact of ABC conf</li> <li>• Observation process</li> </ul>	<p>From the results of Drop Ins, Learning Walks and Lessons Obs it is clear that children are making good progress through outcome based provision</p> <p>That at least 75% children make the expected 6 development matters jumps during Nursery or Reception</p>	<p>Cost of Training £250</p> <p>Cost of Conf £390</p>
5.2. Develop fine and gross motor skill development to aid in early writing	<p>Provide a range of stimulating and engaging activities that will develop motor skills</p>	<p>PL and teachers to introduce Finger gym activities in all classroom through training or morning TA meetings (Sept 16')</p> <p>Training for TA's on development of gross and fine motor control and methods to support this (7<sup>th</sup> Sept)</p> <p>PL to lead training of the Use of outside</p>	<p>LG to check that all teachers feel confident in developing fine and gross motor skills through visiting the unit and discussing with the adults;</p> <ul style="list-style-type: none"> <li>• Training received</li> <li>• Impact of morning meetings</li> <li>• Observing boys in outdoor provision</li> </ul>	<p>From the results of Drop Ins, Learning Walks and Lessons Obs it is clear that children are making good progress in gross and fine motor skills through outcome based provision</p> <p>That at least 75%</p>	<p>Cost of Training £150</p>

		provision in order to support boys gross and fine motor development including; large painting under the new canopy and mud kitchen (Sept 16')		children make the expected 6 development matters jumps during Nursery or Reception in the area of gross and fine motor skills	Cost £200
5.3. Ensure the higher attaining pupils are provided with opportunities to extend their skills and knowledge	The % of children assessed at the end of EYFS is higher than the % of children assessed at exceeding ARE on entry to Reception	<p>Pupils who are attaining highly in EYFS to be identified through baseline assessment in Sept 16'</p> <p>Teachers through assessment and planning, provide opportunities to extend the skills and knowledge of the Higher Attaining children</p> <p>PL to monitor the provision for HA children during Drop Ins, Learning Walks and Lesson Observations (Weekly)</p> <p>PL through training and moderation activities to ensure all Nursery staff to be aware of 40-60 band, what it looks like and who is expected to get there. Training on 3<sup>rd</sup> Oct</p> <p>PL through training and moderation activities to ensure all Reception staff know what Exceeding looks like and the children who are expect to get there. Training on 19<sup>th</sup> Oct</p>	<p>LG to check that provision for HA is effective through visiting the unit and discussing with the adults;</p> <ul style="list-style-type: none"> <li>• Which children were above ARE on baseline?</li> <li>• What is in place to challenge them?</li> <li>• How many are on track to be above ARE by end of EYFS?</li> </ul>	<p>From the results of Drop Ins, Learning Walks and Lessons Obs it is clear that HA children are making good progress through outcome based provision</p> <p>That all of the children who were above ARE on the baseline make the expected 6 development matters jumps during Nursery or Reception and end the year Exceeding</p>	<p>Cost of Training £250</p> <p>Cost of Training £250</p>
5.4. Increase the links between school and home	Parents are encouraged to be part of their child's education through activities at school and greater links with home	<p>PL to work with class teachers to ensure that we publish the online assessments of children monthly using Early Essence (1<sup>st</sup> of each month)</p> <p>PL to ensure we gather the views of the parents and build this into our assessment through the use of Early Essence</p> <p>PL to work with Carrie Parish (PSW) to</p>	<p>LG to check that parents feel part of their child's education through visiting the unit and discussing with a small group of parents;</p> <ul style="list-style-type: none"> <li>• Their experience of Early Essence</li> <li>• How the school uses their information</li> <li>• Their experience of Stay and Play</li> </ul>	From Pupil Progress meetings it is clear that the views of parents are sought and that information is shared with them	Cost of Early Essence £1500

		<p>organise and promote 'Stay and play sessions' for Nursery and Reception families</p> <p>PL to work with Jane Wilson (SENCo) to ensure parents of specific children with SEND have an input into the assessment process</p>	<ul style="list-style-type: none"> <li>If their child has SEND; their experience of school's support</li> </ul>		
5.5. Improve the transition from Nur to Rec and from Rec to Y1	Children are happy and motivated to move to the next stage in their learning	<p>Through 'Stay and Play' and information sessions, ensure parents are aware of key changes in the type of provision their children will be accessing and the possible effects on children (Stay and Play – Monthly, Information Sessions May and June 2017)</p> <p>Teachers and Key Workers to use SEAL and social stories to support transition during the Summer term</p> <p>Staff are released to spend time with the children they will be supporting the following year so children are aware of who they are</p>	<p>LG to check that all teachers feel confident in transition through visiting the unit in the summer term and discussing with the adults;</p> <ul style="list-style-type: none"> <li>Activities put in place to aid transition</li> <li>Experiencing a changeover day</li> </ul>	That at least 75% children make the expected progress the following year and that children who are struggling with transition are referred to Nurture Provision	
5.6. Develop the outdoor provision	<p>Using the information from Sweden/Finland</p> <p>Develop the outside provision so that it focuses on the Prime areas of learning</p>	<p>PL and adults in EYFS to use the new canopy to support role play and creative activities outside that are focused on supporting the prime areas</p> <p>To use natural materials to support imaginative play in outdoor provision</p> <p>PL to support adults in knowing when to allow time for children to extend own play and when to support to move learning on (Sept 16')</p>	<p>LG to check that all teachers feel confident in outdoor provision through visiting the unit and discussing with the adults;</p> <ul style="list-style-type: none"> <li>Training received</li> <li>Impact of canopy and natural materials</li> <li>Observation process</li> </ul>	From the results of Drop Ins, Learning Walks and Lessons Obs it is clear that outdoor provision is closely matched to children's needs That at least 75% children make the expected 6 development matters jumps during Nursery or Reception	Cost of Resources £1000

### **What is working well with EYFS in 2016-17?**

- The structure and staffing in nursery.
- The understanding of staff to move learning forward within provision.
- Children willing to self challenge themselves and the amount of challenges and learning happening in provision. Continuing to focus on higher level of challenge to push the HA.
- The talk for writing learning vocabulary and linking it to provision more.
- The understanding of staff and there for the development of children gross and fine motor skills to support writing.
- The knowledge of staff on early identification and support of SEND needs, including SALT and Phonics work.

### **How do we know?**

- Learning walks and drop ins
- Lesson observations
- Children progress date
- Staffs knowledge of children and ability to talk through learning

### **What are we focusing on next?**

- To support maths throughout the department. to support deeper mathematical thinking. ( If I was here next year this would be my key focus)
- To improve maths within provision. (I have already asked staff to consider and add maths provision)
- To support transition to next classes. (This is on going at the moment and will get into full swing when we know the staff)
- To continue to get Carrie more involved in nursery and Reception.
- To focus on attendance within the department to see how this can be improved when they are not of statutory school age.

## Geography

### Actions taken this year 2015-16:

- Pupil and staff questionnaires carried out.
- Pupil questionnaires twice this academic year.
- Geography cupboard cleared out of non-essential items. Labelled for ease of use.
- Planning and examples of work acquired from each year group including Foundation Stage.
- CPD training – Leading Primary Geography - JE
- Ideas given to those year groups who do not cover Geography specifically for teaching 'Hidden Geography'.
- Resources purchased for new topics in year groups – digimaps (online resource), rainforests and Geographical Association memberships for discounts.

### Outcomes:

- Cupboard easier to use now it is labelled and sorted.
- Year 2 are now teaching "hidden Geography" as seen on their plans and updated BAD grids. KS1&2 had a country to learn about for the Euros which further contributed to all children accessing Geography.
- CPD training – great ideas for resources.
- In the second round of Pupil Interviews the children were able to say they'd been taught Geography and knew what it was.
- Evidence across school of Geography (and discreetly) being taught, including the EYFS. Some great examples of map work.

### Areas to address next year:

- Review resource needs from the new teachers in different year groups if their topics have changed.
- Ensure children have knowledge of what Geography is.
- Ensure all year groups are covering CQ milestones over the course of the academic year 2016-2017.
- Review subscription to Digimaps.
- Handover to Donna Bedlow who is taking over from JE maternity leave.

## Subject: Geography

1. That all children are taught Geography in a variety of ways. Children need to be given a variety of tasks including practise, consolidation, investigations and problem solving.
2. That all staff are aware of new expectations when marking topic books.
3. That all pupils have the opportunity to explore geography outside of the classroom.

***As a result geography stimulates an interest in and a sense of wonder in pupils about the place they live and the wider world. Children begin to use their geographical knowledge and understanding to make sense of a complex***

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Whole School</b>					
<b>1. To ensure the milestones are covered in each year group.</b>	To ensure that each year group's planning for geography follows the framework given by CQ Essentials which is matched to the new NC and the EY Framework. Within the planning the Learning Objectives and Milestone Success Criteria are shared with children in geography lessons.	DB to check highlighted objectives against planning and books if necessary. DB to collect termly planning where geography objectives have been taught.	Teachers to highlight milestones and objectives in planning days and send to DB.	Evidence in topic books. Highlighted milestones Staff questionnaires Pupil interviews	Order as requested each term (budget permitting).
<b>Assessment</b>					
<b>2. To ensure the new marking system is used correctly in all topic books.</b>	To ensure all topic books are marked to a high standard.	DB to collect books and compare with Literacy/Maths marking.	DB to collect evidence from books and learning walks.	Book trawl.	N/A
<b>Wider world</b>					

<b>3. To ensure that each year group has a geographical experience.</b>	Each child in school will have the opportunity to explore the local and wider area through planned walks and school visits that relate to their chosen geography topic.	DB to collect photographs, pupil interviews and risk assessments.	DB to collect evidence from teachers and pupils.	Staff & pupil questionnaires/ Interviews.	Trip budget and parental/carer contributions.
<b>Homework</b>					
<b>4. To ensure that pupils get the opportunity to participate in geographical investigation and research outside the classroom.</b>	Each child will have the opportunity to explore Geography by choosing a geographical activity to complete as homework from the #30 things table. They can choose to work independently or with family members and friends.	DB to collect evidence of completed activities from homework Journals.	DB to collect evidence from homework journals and from classroom displays around school.	Evidence in journals.	N/A

### What is working well with the Geography in 2016-17

- Teachers planning for geography follow the framework given by CQ Essentials. Within this planning the Learning Objectives and Milestone Success Criteria are specified which is then shared with children during their geography lessons.
- Children are enjoying their Geography lessons, particularly when learning has occurred outside the classroom e.g. within the local area.
- Children have been given a Geography focussed homework task in their #30 things table

### How do we know?

- Assessment grids
- Evidence in books
- Photos on Twitter
- Homework journals
- Pupil Interviews

### What are we focussing on next?

- Teacher's confidence to teach good/outstanding Geography lessons.
- The quality of marking in topic books.
- Plan drop in sessions when class teachers are teaching Geography.
- All Geography resources to be reviewed and updated where appropriate.
- Give staff the opportunity to request resources when thinking about their long term plans for 2017-18.

## Higher Attaining Children

### Actions taken in 2015-16

- The Higher Attaining register was updated twice during the year
- Target setting meetings were held with class teachers to discuss groups of learners including Higher Attaining and what is expected from them
- 15 teachers now trained under the Osiris Outstanding Teaching Intervention scheme where Challenge is a key aspect and ensures that all children are challenged and engaged including the Higher Attaining children
- Pupil progress forms changed that so that teachers came to meetings with groups of learners already identified and therefore able to discuss the progress of these groups including the Higher Attaining
- Depth of Learning materials continue to be used so that teachers can pitch lessons at the appropriate level for the Higher Attaining children.
- Pupil Premium funding used to support the Higher Attaining children to access Maths tuition
- The streaming of More Able children focusing on work that would allow them to achieve greater depth in Year 6.

### Outcomes:

- Evidence from the distributed leadership teams shows that the Higher Attaining children are clearly differentiated for in the planning and work undertaken in lesson
- In Yr6 Higher Attaining children made progress in line with national average and attainment at Greater Depth was close to national average.
- Assessment for Year 2 this year shows that the school has a 3 year positive trend at Level 3 and now Greater Depth

### Areas to address next year:

- Continue to develop teaching at all year groups so that they understand how to challenge Higher Attaining children in their class, considering the higher expectations.

## School Improvement Plan 2016 – 2017

### Subject: Higher Attaining Children

1. That all planning takes into account the needs of the Higher Attaining children
2. That all staff know what exceeding/greater depth looks like in their year group
3. That Higher Attaining children take part in activities designed to challenge them

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b><i>That all planning takes into account the needs of the Higher Attaining children.</i></b>					
Lesson are planned and taught so that the more able children are working at the appropriate level.	That teacher's planning takes into account the HA and stretches their learning.	Staff are aware that every class has a Higher Attaining group (Yellow) and that appropriate work should be set for them, including those who are PP Staff meeting time during the spring term lesson study to evaluate appropriate challenge activities for the Higher Attaining children.	Lesson Observations. Planning scrutiny SLT and phase leader evaluations	Planning for the Higher Attaining ensures that work is more challenging and appropriately pitched Less time is wasted recapping skills before children are challenged to work at their full potential	Staff meeting time. SLT time analysing feedback

<b>That all staff know what exceeding/greater depth looks like in their year group</b>					
School to access appropriate Higher Attaining training where available.	All members of staff feel that they have the appropriate skills to meet the needs of the Higher Attaining in their class All members of staff feel that they know what is expected from Higher Attaining children in terms of Exceeding/Greater depth	An audit of skills carried out including a staff survey Identify staff training needs or networks that would be beneficial and attend Share Depth of Learning moderation materials	Feedback from staff Lesson Observations Moderation materials		Training costs  Surveys
<b>That Higher Attaining children take part in activities designed to challenge them</b>					
Take part in a range of activities designed to inspire the Higher Attaining	Higher Attaining children experience and access special events that boost their ability, enthusiasm or knowledge or what is available.	Higher Attaining Mathematicians in Y5 take part in Higher Attaining workshop at South Leeds Ac Higher Attaining in Yr 6 take part in the Primary Maths Challenge Higher Attaining Pupil Premium children work with Simon Deacon Higher Attaining Y5 Guitar players continue to play in Yr6	Arrangements are made between school and the Academy Papers are ordered in Oct 2016 Continue to work with SD	Higher Attaining Mathematicians are stretched and fulfil their potential	Transport Costs Entry Fees Tuition Fees

### **What is working well with Higher Attaining Children in 2016-17?**

- Higher attaining children in Yr6 took part in the Maths Challenge
- 4 HA Pupil Premium children in Yr6 received tuition from Simon Deakin
- HA children in Yr5/6 continue to access guitar teaching after school on a Thursday
- PWP training focused on how to increase the challenge for HA children in writing

### **How do we know?**

- School Improvement plan
- PWP leadership team training

### **What are we focusing on next?**

- Teacher skills/confidence audit with regards to HA
- Teaching HA Children in Reading and Maths
- Understanding a mastery approach in Maths

## **History**

### Actions taken in 2015-16:

- Promoted quality writing to be done in topic books.
- Ordered relevant resources and updated history topic boxes.
- Made sure topic boxes are updated to the new curriculum.

### Outcomes:

- Better quality writing in topic books.
- More story books in topic boxes.
- Topic boxes updated to the new curriculum.

### Areas to address next year:

- Organise a history visitor – possible 'history day'.
- Continue to monitor writing in topic books.
- Following the curriculum review, create a new topic box for new topics taught in 2016. E.g. The Beatles.

## Subject: History

1. All staff are aware of new expectations when marking topic books.
2. Frequent references are made to the rich history of our locality as well as the wider world.
3. To create purposeful and cross-curricular writing experiences.

As a result pupils will gain a clear knowledge and understanding of the past and that of the wider world.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Whole school</b>					
1. To ensure extended pieces of writing are evident within History books.	To ensure writing is cross-curricular and work is produced to a similar standard of Literacy books	Collect books and assess extended pieces of writing.	History subject leader to collect evidence form books / Learning walk		N/A
<b>Assessment</b>					
2. To ensure the new marking system is used correctly in all topic books	To ensure all topic books are marked to a high standard.	Collect books and compare with Literacy/Maths marking.	History subject leader to collect evidence form books		N/A

<b>Wider world</b>					
<b>3. To ensure each year group has a history experience.</b>	Each year group to invite a person of historical interest into school to coincide with their topic or ensure they have at least one trip that relates to their chosen history topic.	Collect photographs, risk assessments forms and questionnaires from the children.	History leader to collect evidence.		Trip budget
<b>Homework</b>					
<b>3. To ensure pupils get the opportunity to participate in historical research outside the classroom.</b>	Each child will have the opportunity to become a time detective. They will choose a history activity to complete as homework from the #30things table. They can choose to work independently or with family members and friends.	Collect evidence of completed activities from homework journals.	History leader to collect evidence.		N/A

### What is working well with History in 2016-17?

- Each child has been given the opportunity to choose a history objective and complete it for homework (#30things)
- All pupils have either attended a fieldtrip or viewed a performance / seminar to further their historical knowledge.
- Evidence of extended cross-curricular writing.
- Teachers are using the updated marking system in their topic books.
- Children continue to enjoy using secondary resources to aid their learning.
- Children particularly enjoy drama and role play within history lessons.

### **How do we know?**

- Homework journals
- Questioners completed by the children
- Photographs
- Topic books
- Discussions with class teachers
- Questionnaires completed by teachers

### **What are we focusing on next?**

- To encourage the use of drama and role play within history.
- To continue to promote wider experiences for all children.
- To ensure all teachers have the opportunity to order resources for their chosen topics.
- To encourage teachers to use a historical story for their class book.
- To encourage all year groups to use the library for historical research.

## Maths

### Actions taken in 2015-16:

- Reintroduced the KS2 times table and KS1 number bond challenges.
- Held an afternoon of training with teaching assistants and support staff around the visual calculation policy.
- Looked into the use of Numicon across school.
- Learning walks and book trawls – looking at vocabulary used, level of challenge in books and whether it matched National Curriculum. Starters are now done in books and not on whiteboards.
- Looked into an arithmetic scheme to use instead of the old style mental maths tests. Purchased Rising Stars Arithmetic Tests.

### Outcomes:

- Improved the key skills of children for times tables and number bonds, particularly the KS1 number bonds knowledge.
- TAs and support staff feel more confident with calculation policy and the methods used so that they are more able to support children in class and in interventions.
- Numicon is used very effectively in KS1 and foundation stage but not used as consistently in KS2. During learning walks I ensured staff were making it a more accessible resource for children to get to support them if they wished.
- During learning walks I saw that staff were modelling and using correct mathematical terminology (I gave feedback to ensure those that weren't currently doing this started to). In terms of books they are generally good and staff are now getting children to complete starters in books so that the work isn't 'lost' when it's done on whiteboards. High expectations regarding presentation should continue to be developed next year in the new books.
- Rising Stars Arithmetic Tests to be used in each class next year as a weekly test.

### Areas to address next year:

- Maths displays – all displays must be consistent across school and match up to the example displays designed by subject leaders. Displays are: relevant to what children are working on; updated every couple of weeks; interactive with a challenge zone; model high expectations and WAGOLs; celebrate children's great work and achievements; support learning; show relevant vocabulary and written methods.

- Continue to develop children's key times table & number bond knowledge via the KS1 Number Bond and KS2 Times Table challenges. The new "Times Table Stairs" in Year 3 & 5 should also have an impact on Times Table knowledge.
- Ensure there are high expectations in every classroom across school regarding how work is presented in maths books. One digit per square; neat ruled-line through mistakes or rubbed out; LO, date and work underlined with ruler; starters done neatly in books and self/peer-assessed.
- Raise the standards of written arithmetic knowledge across the school by giving each class the new Rising Stars Arithmetic Tests. Each child will be given a blue booklet containing a test to be done each week of the term. They will then have a follow up arithmetic lesson based around the arithmetic methods that they have struggled with or got incorrect.
- Raise the standards of children's understanding regarding reasoning in maths. Every Friday, each class will have a reasoning and problem solving day where the children have to use reasoning, problem solving and using and applying skills, rather than focusing on number.
- Ensure staff confidence with using Abacus/Active Learning to best support them – make them aware of how to use effectively / make them aware of the assessment toolkit tests for arithmetic and reasoning each half term.
- Maths intervention focus group of twelve children being run by two experienced TAs. There are six children from Year 4 and six from Year 5. The idea is to help them catch up and fill the gaps in their maths knowledge. Ten out of the twelve children involved are pupil premium, eight are boy and four are girls with two of the children also EAL.
- Hold a parent's information morning/afternoon/evening where parents are invited in to learn about the vocabulary and methods that their children are taught.
- Begin to use Active Maths – Maths Of The Day across school to engage children in maths and get them problem solving whilst being active.

## Subject: Maths

1. That children's **arithmetic** methods and skills improve across school.
2. That children's understanding of **reasoning** and problem solving improve across school.
3. That children's key **number sense** and knowledge (number bonds and times tables) improves.

As a result, pupils progress more quickly and end of Key Stage results improve.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Improve Arithmetic Methods</b>					
<b>1. To implement a dedicated half hour slot on the timetable to arithmetic</b>	<p>Each class to have a half hour session on their timetable dedicated to arithmetic</p> <p>Use the arithmetic session to do an arithmetic test from the booklets one week followed by an arithmetic lesson picking up on gaps from the test the week before</p>	<p>Each class is given a box of premade arithmetic booklets, there is a booklet for each child with a blue cover so that it matches the new school maths books. These booklets contain the arithmetic tests, a space for doing work at the back and recording useful tips and methods as well as a table to record the pupils scores.</p> <p>Teachers given master copy of booklets and answer book for the tests.</p>	<p>CS to monitor and check arithmetic booklets at least once a half term to ensure they are being used correctly</p> <p>CS to check there are dedicated slots for arithmetic sessions on timetables</p>	<p>See how pupils' scores improve each term and across the year</p> <p>See impact in books and maths lessons</p> <p>See impact through pupils results in assessment weeks and end of Key Stage tests</p>	<p>Arithmetic booklets for each child</p> <p>Answer book for each year group</p> <p>Teachers to use active learning and IWB to model arithmetic methods</p>
<b>Develop children's Reasoning skills</b>					
<b>2. To improve children's understanding of reasoning</b>	<p>Every class to have at least one maths lesson a week dedicated to reasoning and problem solving</p>	<p>Have 'reasoning Fridays'. Teachers to plan for their maths lessons on Fridays to involve reasoning skills and problem solving</p> <p>THIS IDEA WAS MOVED AWAY</p>	<p>CS to collect planning in regularly to ensure teachers are planning</p>	<p>CS to check through pupil questions</p> <p>Give children reasoning style questions in Autumn</p>	<p>Make teachers aware of where they can find</p>

<p><b>and problem solving skills</b></p>	<p>Children become more confident in their ability to explain both verbally and in written work how they got their answers</p>	<p><b>FROM AS REASONING SHOULDN'T BE STAND ALONE AND SHOULD BECOME EMBEDDED IN ALL LESSONS.</b></p> <p>Teachers to give children the opportunities to explain how they got their answers and to write about their maths calculations.</p> <p>Include problems that involve reasoning skills on the maths displays and in challenge zones</p> <p>Specific Maths Interventions, providing opportunities for reasoning and language development for PP children.</p>	<p>reasoning style lessons</p> <p>Learning and learning environment walks</p> <p>FP to lead Maths Intervention sessions.</p>	<p>Term and same questions in summer term and measure the progress</p> <p>See impact through pupils results in assessment weeks and end of Key Stage tests</p>	<p>ideas to support them: Active Learning, NCETM, White Rose Maths HUB, Maths Mastery.</p>
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**Improve children's basic number sense and skills – times tables and number bond challenges**

<p><b>3. To improve children's number bond and times table knowledge</b></p>	<p>Children given time to practice their number bonds and times tables in class</p> <p>Children given the challenge of practicing number bonds and times tables at home</p> <p>Improvement of children's basic number sense such as number bonds, times tables, appropriate methods, inverse operations</p>	<p>Each term the classes in each Key Stage will be involved in either a number bond challenge (KS1) or a times table challenge (KS2)</p> <p>Winning class goes through to play another class in a knockout style tournament</p> <p>Speedy Spider Maths Homework Challenge each week</p>	<p>CS to check which classes are consistently doing well and see if there are any that need extra support</p> <p>Teachers check on Speedy Spider being done</p> <p>Checked through Non-Negotiables by teacher and CS</p>	<p>Evidenced through times table medal cards</p> <p>Improvement of percentage of children meeting all non-negotiables</p>	<p>Times Table cards</p> <p>Two trophies</p> <p>Champions stickers</p> <p>Use of display boards to show which classes are against each other and create a competition ladder</p>
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**What is working well with Maths in 2016-17?**

- Number Bonds are being done brilliantly in KS1, with NB challenges improving children's NB knowledge and number sense and the children really enjoying these.
- Times Tables are improving and we need to continue to build on this by really pushing Times Table Rockstars both in school and encouraging children to use it at home.
- Catchup Numeracy Interventions with CJ & MA.
- There is a real love of challenge in maths amongst the children.

### **How do we know?**

- Number Bonds – data analysis of “1 minute challenge” taken by KS1; conversations with children; learning walks; conversations with teachers and teaching assistants.
- Times Tables – data analysis of “1 minutes challenge” taken by KS2; data from Times Table Rockstars; conversations with children; conversations with teachers and teaching assistants; learning walks.
- Catchup Numeracy Interventions – data evidence of children really improving from starting point; conversations with SENCO & intervention leaders.
- Love of challenge – see it in classrooms, learning walks, displays, the pit; conversations with children; visible in books when looking at next steps and challenges.

### **What are we focusing on next?**

- We will continue to have a huge push on Number Bonds & Times Tables, with basic Number Sense being extremely important to the children at our school. We know that in KS2 knowing Times Tables is extremely important for the KS2 SATs and looks to be even more important in the next couple of years with a Times Table test set to be introduced online. Pushing of NB&TT challenges, 1 minute challenges, special displays & rewards and TT Rockstars will be important again next year.
- Ensuring arithmetic booklets are being used consistently well across school so that children are making the maximum amount of progress from these. They should follow the format of test one week and then filling the gaps the next week in the arithmetic sessions that have been timetabled.
- Proving more opportunities for reasoning to be seen in books and for children to explain/reason how they got an answer or why an answer is correct/incorrect.

Transitioning onto a new maths scheme of work (Singapore style looks the most probable – Maths No Problem).

## **PE and Sport**

### Actions taken this year:

- Offered a wider range of after-school sports clubs.
- Developed relationship with wider local community – bought into JESS Cluster and had Hunslet Hawks RLFC and Leeds United come in to do coaching. We also set up a partnership with Leeds Beckett University where we had sports students deliver coaching after-school and at dinnertimes as part of their placements.
- Started a girls only football team.
- Written a School Sports Newsletter every term.

### Outcomes:

- Increased the percentage of children participating in after-school sport from 70% to 73% of the school. Maintained Sainsbury's School Games Gold Mark for 2015-2016.
- More opportunities for children to take part in competitive school sport through the JESS Cluster and receive high quality coaching through partnerships with Hunslet Hawks, Leeds United and Leeds Beckett University.
- The girls only football team started off popular but then fell away. We need a big push on this next year and potentially buy in an experienced outside coach.
- The newsletter has provided a form of communication and information to parents and the wider community about our previous results, upcoming fixtures and dates to look forward to. It has been published on the school website so that it can be viewed by everybody.

### Areas to address next year:

- Develop the roles of the SSoC so that they can be involved more in activities such as : running after school sports clubs; helping out at sports day; helping out at competitions and events; writing about and taking photographs at competitions and events.
- Increase the number of extra-curricular school sport clubs on offer – ensure there are at least two on each day. This will enable us to maintain Sainsbury's School Games Gold Mark (need 50% of whole school participating weekly). Target to raise whole school participation levels from 73% to 75%.
- Begin to use Active Maths – Maths Of The Day across school to engage children in maths and get them problem solving whilst being active. This will enable a cross-curricular link between School Sport and Maths.

- Develop links with more local clubs as well as continuing to develop our links with Hunslet Hawks, Leeds United and Leeds Beckett University.
- Find opportunities for the SEND children to be involved in the Active Schools inclusive sporting events and tournaments.
- Have a “Girls Only” Football and Tag Rugby team and get high-quality coaches in for these.
- Continue to be involved in the JESS Cluster and Active Schools competitions.
- Continue to be involved in the U11 football and netball leagues and to enter the Key Steps Gymnastics Tournaments.

## Subject: School Sport

1. That we have an active School Sport Crew
2. That we increase participation in inter school competition
3. That we increase the number of extra curricular clubs on offer

As a result, we continue to hold the Sainsbury's Gold Medal for sport.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>That we have an active School Sport Crew</b>					
1. Have an active School Sport Organising Crew (School Sport Council).	Have one boy and one girl from each class to be the SSoC members. SSoC to be involved in the running of after-school clubs and the leading of certain activities (such as warm-ups) in PE lessons.	<p>Have an initial meeting with the newly appointed members of the SSoC and have a KS2 assembly to introduce the team and what they aim to do.</p> <p>Buy SSoC team members t-shirt/ polo as their kit for all sports events – agree with parents that they must replace if lost –</p> <p>Children get to keep this at the end of the year – they are allowed to wear this in all PE lessons and after school sports clubs.</p>	<p>Have half termly meetings with the SSoC to discuss school sport and set objectives for the children to gain feedback from their classes.</p> <p>Monitor participation amongst children who haven't previously participated.</p>		

**That we increase participation in inter school competition**

<p>2.1 To increase pupil participation in inter school competitions (extra curricular clubs).</p>	<p>The current percentage of children who take part in inter school sports is 73% (increased from 68% previous year). The target for 2016-17 year is 75%. <i>We only need 50% weekly for school games mark Gold.</i></p>	<p>Ensure all clubs are at allocation almost every week (20 children). Send out extra sign-up letters for those clubs that aren't full. Use the school sport council to promote clubs to children. Have a reward system in place where the highest participating class/ year group get a reward at the end of the year.</p>	<p>Keep track of registers for all clubs and monitor clubs with lower than full capacity participation. SSoC to suggest potential new clubs. SSoC to survey children to find out what clubs they would like.</p>		
<p>2.2 To increase the number of extra curricular clubs on offer.</p>	<p>Ensure there are at least two sport-based extra-curricular activities on each evening after school. One in the hall and one on the playground. Some evenings there will be more than this as there is potential for two running on the playground at once, one in the hall and one in the community room.</p>	<p>Employ outside agencies and coaches to run extra-curricular clubs (Pro Active Sports, ACE Club, Oliver Kneen). Encourage more staff to run extra-curricular clubs by offering them one extra session of PPA for each term that they run a club. Get students from Leeds Beckett University to run after-school and lunchtime sports clubs as part of their placements. Organise cover for clubs if a member of staff is unable to take their club one week.</p>	<p>Continue to keep an up-to-date timetable of the extra-curricular clubs for each half-term.  Each register will have the name of the member of staff running the club on it. Staff to sign each week they run it.</p>		

That we increase our success in school sport					
3.1 To monitor participation in inter school sport (extra curricular clubs).	<p>Have half termly registers for all sports clubs and procedures in place for all staff leading clubs that everyone is familiar with.</p> <p>Use the School Sport Data spread sheet to track participation of all children in school throughout the year. Monitor levels of participation amongst FSM, EAL, SEND, G&amp;MA, gender.</p>	Ensure registers are updated regularly and texts sent to children who have places at clubs/ are on waiting lists.	Registers checked every 3 weeks. Spread sheet updated every half term. Registers updated every half term.		
3.2 To improve communication system with parents/ carers regarding clubs.	<p>All children must have a working mobile phone number supplied on their entry forms for extra curricular clubs to allow school to keep parents updated on whether they have a place, are on a waiting list or are given a place later in the year. All parents informed via twitter about results and upcoming fixtures.</p>	Adapt the permission letters for all activities. Have half termly School Games letters updating parents about results over the past half term and upcoming events for the next half term.		Increased participation through parents being more aware and updated of places in clubs.	
3.3 Increase and improve active links with local sports clubs.	<p>Improve the system we have in place for our gifted and more able sports children. Have active pathways for development in place for where children can go outside of school to excel.</p> <p>Hunslet Hawks RLFC Hunslet Parkside RLFC Hunslet Nelson CC Leeds City Athletics Club The Hunslet Club The Works</p>	Email all staff to gather details of all their gifted and more able sports children to update the list we currently have – include all children who play for clubs outside of school and compete regularly. Email clubs to see how they can get involved.	Termly update G&MA register for sport through teachers. Monitor number of G&MA partaking in school sports.		

### **What is working well with PE and School Sport in 2016-17?**

- REAL PE refresher training in Spring term.
- Keeping the awareness of REAL PE high on the school agenda.
- Lessons continue to be good with a high level of children's choice and differentiation.
- Children behave well and are engaged in REAL PE lessons.
- Physical Activity remains at 2 hours per week.

### **How do we know?**

- Informal 10 min drop ins by Elisa Whitfield.

### **What are we focusing on next?**

- Staff using the electronic versions of the planning documents that are saved on central resources.
- Tidy the PE Cupboard and then work with School Sports Council to keep it tidy.
- Begin to use the assessment systems in PE (made to look similar to the CQ sheets).
- More formal 10min drop ins.
- Leaders of PE and School sport attending joint training to ensure continuity.

## Subject: Performing Arts

1. To develop cross curricular links with the primary writing project.
2. To continue to develop music in line with the new curriculum.
3. To support staff with planning and preparation of school performances.

As a result children will have a highly developed understanding of the music curriculum, through the strategies below and quality first teaching from a skilled music teacher.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Cross curricular links to PWP.</b>					
1. To develop cross curricular links with the primary writing project.	<ul style="list-style-type: none"> <li>• To identify which stories each class is working on</li> <li>• To support teachers with drama techniques to support learning the story</li> <li>• To use part of STAR assemblies for each class to take turns performing their story</li> </ul>	<ul style="list-style-type: none"> <li>• Work closely with KM to develop links with PWP</li> <li>• Develop drama techniques through staff meetings to help support the learning of stories as part of the PWP</li> <li>• To develop a timetable for PWP performances</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of singing sessions</li> <li>• Feedback from teachers using a questionnaire of the benefits of using music to learn the stories</li> <li>• Termly interviews with pupils in each year group.</li> </ul>		<ul style="list-style-type: none"> <li>• Story songs</li> </ul>

**Develop music lessons with curriculum**

<p><b>2. To continue to develop music in line with the new curriculum.</b></p>	<ul style="list-style-type: none"> <li>• Link music learning outcomes to music curriculum</li> <li>• To monitor children's progress in singing and music against the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss planning of singing with KL</li> <li>• To discuss planning of singing with KL</li> <li>• To support KL with planning and format of singing.</li> <li>• To observe KL teaching singing.</li> <li>• To observe KL teaching music</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor children's progress in music/ singing</li> <li>• To observe music lessons</li> <li>• To observe singing lessons</li> <li>• To observe guitar lessons</li> </ul>		<ul style="list-style-type: none"> <li>• Music curriculum</li> <li>• Music</li> <li>• Musical instruments</li> <li>• Planning format for music</li> <li>• Planning format for singing</li> </ul>
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**School 's dramatic performances**

<p><b>3. To support staff with planning and preparation of school performances.</b></p>	<ul style="list-style-type: none"> <li>• Children to have more confidence and perform to a higher standard during school productions</li> </ul>	<ul style="list-style-type: none"> <li>• To support staff with harvest festivals</li> <li>• To support staff with Christmas productions</li> <li>• To collaborate with Christine regarding school pantomime</li> <li>• To support y6 with end of school play</li> </ul>	<ul style="list-style-type: none"> <li>• Emails ensuring staff are prepared for performances</li> <li>• Drop ins on PPA time to support planning process of performances in line with the assessment calendar.</li> </ul>		
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### **What is working well with the Performing Arts in 2016-17?**

- Kim Lyon's work on singing and music is excellent, a great standard and engages the children.
- New scripts were bought for the school productions in 2016-17 which engaged the children and entertained the parents.
- Guitar tuition now includes several children taking a guitar home mid-week to practise.
- Kim is able to complete the assessment for music.

### **How do we know?**

- Maxine has observed several of Kim's sessions.
- Discussions with Kim.

### **What are we focusing on next?**

- Maxine would like to support Year 6 teachers with the end of year play.
- Improve the quantity and standard of drama within the oral retell section of PWP.
- Sharing drama techniques in at least 2 staff meetings before the summer holidays.
- Kim to complete the summer term Music assessments.
- Increase the numbers in guitar club.

## **PSHE/SEAL**

### Actions taken this year:

- Takeover Day held on November 20<sup>th</sup> 2015.
- Election Day and Results Day to be held on July 20<sup>th</sup> and 22<sup>nd</sup>.
- School Council decide on questions for the SEAL theme every half term.
- Head Boy and Head Girl lead the meetings and help make decisions that are required of them.
- Involved in a governors' meeting about Pupil Voice.
- Changed the House Team point system.
- Helped design the new school playground.
- Minutes taken from every meeting and put on the SC part of the school website.
- Head Boy and Head Girl write a section all about what's happening in School Council in the school's newsletter every month.

### Outcomes:

- The children loved Takeover Day and repeatedly ask for it again. This needs to be a yearly event.
- Year 4s have already spoken to other members of the School Council and JE about their aspirations to be either Head Boy or Girl.
- The children are well versed in changing the statements into questions. They've been able to express areas that they think their peers need to think about, such as what bullying actually is and relating it to the time of year.
- The Head Boy and Head Girl have been brilliant this year in representing their council and school, in interviews, the press and the school newsletter. The children at Hunslet Carr know who they both are and they are comfortable speaking to all children and adults around school.
- The School Council discussed the Team Point system and came up with the House Team tokens. Year 1 and now 2 have been trialling this. The Year 1 children love it! They will speak to the new Head Boy and Head Girl about their experiences, what they've enjoyed and what they would make better before the end of the year.
- Overall the children have said they feel more involved with school life and that they truly have a say in what goes on in their school. (Such as helping design the new playground, seeing the allotment almost ready and having a say during interviews for future staff in school.)

Areas to address next year:

- Leeds Voice Youth Summit 20<sup>th</sup> September 2016 with the 2016-2017 Heads and Deputies.
- National Takeover Day is 18<sup>th</sup> November 2016.
- Implement the House Team points across the whole school. Reception to Year 6. Including learning about who the House Teams are named after.
- Decide on a whole school collection point for the House Teams.
- Continue their section of the School Website, including weekly minutes. Possible time for the Head Boy and Head Girl to update every half term with areas the SC have been working on and upcoming events and dates.
- Change the SC display – a little something written by each member to go in the hall with their photographs.
- Playground buddies – this is something which we have tried to implement this year but unfortunately we ran out of time. It is something which might be able to be looked at though for the next academic year.
- Head Boy and Girl continue to update their section in the school's newsletter.
- Continue with the SEAL Questions.
- Hand over to Julie Williams who is taking over while JE is on maternity leave.

## Subject: PSHE

1. That children are taught about how to keep safe and understand about healthy relationships.
2. That the new Leeds curriculum for PSHE becomes embedded in school
3. That staff are confident teaching the skills and knowledge required.

As a result, children will have a clear knowledge and understanding of how to keep themselves safe and have an improved emotional well being.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Emotional Health and well-being.</b>					
1. Organise and carry out Anti-Bullying, SRE and Drugs theme weeks and a safer internet day/NSPCC 'underwear' rule day.	Pupils have greater knowledge and confidence in dealing with issues related to bullying/SRE/drugs and how to keep themselves safe. Increased range of up to date resources. Parents have greater awareness.	Provide information/access to planning and relevant resources for each year group. EC to work with ML to add key messages to the SRE policy/lessons for upper ks2. Check on resources available and update as necessary. Promote key events through the website/twitter feed/parent's exhibitions.	Pupil interviews. Assessment data from each class. Examples of children's work.	Improve the emotional well-being of pupils.	
<b>New Resources</b>					
Begin to implement the use of the new Leeds PSHE spiral curriculum across school.	Subject leader has clearer overview of new spiral pshe curriculum. Teachers aware of new curriculum and implementing in class. Increased confidence when teaching PSHE. Increased range of up to date	EC to attend training on using the new curriculum ('Planning a whole school PSHE curriculum') Pass relevant training/information to all staff. Include training for staff on circle time ideas to support pshe lessons.	CPD journal / staff meeting time. Resource audit Examples of children's work / photographs.	Improve the emotional well-being of pupils. Increase confidence among teachers. New curriculum embedded.	Training for EC Staff meeting time

	resources.	Ensure online resources/central resource library is updated with new resources. Purchase any additional resources to support as necessary e.g. Oh Lyla.			
<b>Staff Confidence</b>					
Ensure relevant staff are confident to continue teaching the BCD work on Families in Years 2 and 5.	Teachers are confident with teaching about DV. Pupils have greater knowledge and confidence in dealing with issues related to safe/unsafe relationships.	Provide training for relevant staff as needed. Pass on specific lesson resources and information to relevant staff. Provide access to the online bank of resources.	Pupil interviews. Examples of children's work.	Improve the emotional well-being of pupils. Increased confidence of teachers in the subject.	

### **What is working well with PSHE in 2016-17?**

- Anti-bullying, SRE and Drugs sessions taught following the new Leeds PSHE syllabus.
- Domestic Violence training continued for years 2 and 5.
- Children have a better understanding of how to keep themselves safe, healthy relationships and dealing with issues such as peer pressure.
- Resources cupboard organised and audit completed.

### **How do we know?**

- Examples of children's work in co-ordinator's file and on whole school anti-bullying display.
- Pupil interviews.
- Pre and post learning tasks – samples in co-ordinator's file.
- Samples of planning from class teachers.
- Assessment data from class teachers.

### **What are we focusing on next?**

- Introducing and embedding all aspects of the new PSHE curriculum, including training for staff.
- Adding extra resources as needed to support the updated curriculum.
- Continue to use pre/post learning tasks as an assessment tool.

# School Improvement Plan 2016 – 2017: Pupil Premium



Department  
for Education

## What are the most effective ways to support disadvantaged pupils' achievement?



Evidence for  
Excellence in  
Education

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

### Pupil Premium Aims:

Our ultimate goal is to ensure the attainment and progress of PP children is in-line with Non-PP children through the careful allocation of funding for highly effective strategies, enabling all children to have *High Expectations*, be *Successful*, *Caring* with *Positive Attitudes*.

- A. To develop the leadership of PP funding at Hunslet Carr Primary School. (5 and 6)
- B. To monitor and evaluate the attainment and progress of PP children. (2 and 3)
- C. To regularly monitor and evaluate how PP funding is spent. (4, 6 and 7)
- D. To develop PP accountability across the whole-school community. (1, 3, 4 and 7)

**Our PP action planning is based on the EEF toolkit and the NFER 7 'building blocks for Pupil Premium success'.**

**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



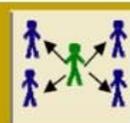
**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



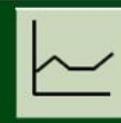
**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>1. To develop the leadership of PP funding at HCPS.</b>					
<p><b>A. Identify context of PP at HCPS.</b></p> <p><b>B. Deploy staff effectively.</b> EEF: <b>Social and emotional learning (+4 months)</b> TA's (+1 month)</p> <p><b>C. Support staff in providing high quality teaching for all</b> EEF: <b>Meta-cognition and self-regulation (+8 months)</b> TA's (+1 month)</p> <p><b>D. To share best practice in PP impact.</b></p> <p><b>E. Liaise key findings with Governing body</b></p> <p><b>F. Comply with statutory regulations.</b></p>	<ul style="list-style-type: none"> <li>• PP Audit completed with clear strengths and areas for development identified.</li> <li>• PP File accessible and used by all stakeholders regularly.</li> <li>• PP Champion TAs introduced.</li> <li>• PP Champion weekly timetable of PP Support set up.</li> <li>• PP Champions attending HLTA training.</li> <li>• Attendance at 'Maximising use of TAs conference/project' on 30<sup>th</sup> Nov</li> <li>• PP Intervention observations are at least judged as good provision.</li> <li>• 80% of lesson observations have 'Impact of adults' judged as good or outstanding.</li> <li>• Regular CPD opportunities are available to up-skill all staff.</li> <li>• Attendance on PP leadership courses/training.</li> <li>• PP Link Gov and C of G can discuss PP confidently with HT/SIP/External visitors.</li> <li>• All 4 areas of PP statutory information is on PP section of Website.</li> <li>✓ <i>PP allocation,</i></li> <li>✓ <i>Spending intentions for 2016-17,</i></li> <li>✓ <i>PP spending of 2015-16</i></li> <li>✓ <i>Difference/Impact of funding</i></li> </ul>	<p>FP complete PP audit to identify strengths and areas for development regarding PP provision.</p> <p>FP identify barriers for learning of PP children that will inform PP spending and link to EEF Toolkit and NFER 7 building blocks for success.</p> <p>FP set up PP file, ensuring clarity on context of PP, current provision, action plans, monitoring and impact.</p> <p>File to be updated regularly, including new government information.</p> <p>Key information shared with PP Link Governor.</p> <p>FP work with ML to timetable SS and ED for specific PP interventions.</p> <p>PP Champions to 'check-in' with class teachers and Interventions Manager (EB)</p> <p>CPD co-ordinator to react to CPD needs from observations/data analysis.</p> <p>FP/CM/EB attend conference.</p> <p>FP to network with other PP leaders and share best practice.</p> <p>FP to meet with TTM re: PP advice.</p> <p>FP to attend 'closing the gap' LCC course.</p> <p>FP/ML update SEF with PP data and analysis.</p> <p>FP/Link Gov feedback to Governors.</p> <p>EB/ML complete compliance checklist based on PP</p> <p>FP meet TTM and evaluate current website information.</p> <p>FP/ML update website, reacting to new data/feedback/information as released.</p>	<p>Meeting minutes with TTM re: PP Audit</p> <p>Gov meeting</p> <p>HT PP meetings</p> <p>Observations</p> <p>Timetable monitoring</p> <p>Feedback sheets</p> <p>Gov end of year report</p> <p>CPD Overview</p> <p>CPD journals on key messages from training.</p> <p>HLTA status/assessments.</p> <p>CPD journals.</p> <p>Meeting with HT</p> <p>PP Gov meeting</p> <p>Link Gov discussion</p> <p>SIP feedback on SEF/SDP</p> <p>PP Gov</p> <p>COG challenge day</p> <p>SIP Visit</p> <p>TTM PP Meeting minutes with FP</p>		

## 2. To monitor and evaluate the attainment and progress of PP children.

<p><b>A. Monitor and respond to PP attendance patterns.</b> EEF: Social and Emotional Learning (+4 months) Behaviour Interventions (+4 months) Parental Involvement (+3 months)</p> <p><b>B. Monitor and respond to PP behaviour patterns.</b> EEF: Social and Emotional Learning (+4 months) Behaviour Interventions (+4 months) Parental Involvement (+3 months)</p> <p><b>C. Identify learning journey of PP children across school.</b></p> <p><b>D. Share PP progress through case studies.</b> EEF: Meta-cognition and self-regulation (+8 months)</p> <p><b>E. Monitor High-attaining PP and provision.</b></p>	<ul style="list-style-type: none"> <li>Attendance of PP children is at least in-line with Non-PP attendance.</li> <li>Number of incidents in behaviour for PP children is in-line with non-PP children.</li> <li>PP analysis of Jul '16 identified in SEF and SIP.</li> <li>PP children discussed in termly Pupil Progress meeting and minutes shared with relevant stakeholders.</li> <li>Case Studies are available in the PP file reflecting work of: Inclusion team, Attendance officer, PSA and ALK/ECC Interventions</li> <li>High-attaining PP children are progressing at least the same rate as non-PP high-attainers.</li> </ul>	<p>½ termly review of PP children's attendance. FP analysis with CM on attendance trends with PP children. Close work with CM to set up key strategies to improve attendance of PP children/families. 'Rapid Response' approach when monitoring lateness and attendance by Attendance Officer.</p> <p>Key concerns of PP attendance/behaviour discussed at weekly inclusion meetings.</p> <p>FP analysis on behaviour trends with PP children. (1/2 termly)</p> <p>SLT use historic data for all PP children to demonstrate progress through school. Review PP meetings to ensure all PP children discussed and actions in place to maximise current PP support impact. PP analysis used from whole-school assessment spread sheet.</p> <p>SLT/Gov/Inclusion Team create case studies for pupils who will struggle to be ARE AND make at least expected progress at the end of Years 2/6 Impact to be collated into impact of spending document. (FP)</p> <p>Carry out PP observations/book scrutinies/pupil interviews, including higher attainers.</p>	<p>Behaviour logs Attendance logs Attendance case studies Link Gov PP File Feedback at Govs meetings.</p> <p>SEF/SIP PP File Link Gov SIP Visit notes Gov meetings</p> <p>PP File Link Gov SIP Visit notes/feedback Gov meetings</p> <p>Link Gov Monitoring feedback notes</p> <p>Monitoring notes Link Gov</p>		
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### 3. Monitor and evaluate Pupil Premium spending

<p><b>A.Regularly monitor, evaluate and respond appropriately to PP spending.</b> EEF: 1:1 Tuition (+5 months) Reading Comp strategies (+5 months) Oral language Interventions (+4 months)</p> <p><b>B. Ensure all stakeholders are aware of PP Funding allocated and outcomes.</b></p>	<ul style="list-style-type: none"> <li>Spending document created and updated regularly.</li> <li>SLT and class teachers attend Pupil Progress meetings and evaluate progress of PP children termly.</li> <li>All staff in class are aware of PP children, their needs and provision from this.</li> </ul>	<p>FP/CR identify breakdown of funding in each year group/class. ML/FP complete estimated breakdown of Pupil Premium Spend by initiative for 2016/2017 using presenting issues from July Data. FP/Interventions manager to monitor effectiveness of interventions funded by PP Funding. Impact/progress of PP discussed termly.</p> <p>Add further spend detail to PP spend documentation to ensure Link Governor and appropriate teaching and learning staff have increased awareness of PP funding, how it is being used and impact.</p>	<p>PP File Link Gov SIP Visit notes Gov meetings</p> <p>Link Gov visit notes</p>		
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### 4. To develop PP accountability across whole school community.

<p><b>A.Clarity on Teacher/TA roles and responsibilities.</b> EEF: TA's (+1 month) Early Years Intervention (+5 months) Reading Comprehension strategies (+5 months)</p>	<ul style="list-style-type: none"> <li>PP Champions set up with timetabled PP support.</li> <li>Teachers/TAs in every class are aware of PP children, their needs and provision.</li> <li>PP targets are set and are understood by class teacher and SLT.</li> <li>Focussed discussions in Pupil Progress meetings take place around PP provision and impact.</li> <li>Monitoring calendar followed throughout the school year to create a full picture of PP.</li> <li>Wave 2 provision has at least ½ of group are PP children, focusing on key gaps in learning.</li> </ul>	<p><b>Teachers and TAs:</b> Develop role of PP Champions during 2016-17 with identified TAs. Ensure all staff aware of PP children, including higher attainers, PP+SEN and PP+SEN BOYS.</p> <p>Add PP children reviews to Pupil Progress meeting agenda to ensure staff ownership of PP data analysis/spend. Target-setting meetings in October 2016 analyse PP, PP+ SEN and PP+SEN+BOYS.</p> <p>Develop monitoring calendar including target setting, classroom drop-ins, pupil progress meetings and analysis. Monitor Wave 2 interventions (with TAs) to ensure meeting needs of PP children.</p>	<p>Link Gov Gov report SLT meetings PP File</p> <p>PP File Link Gov HT/DHT meetings</p> <p>Monitoring notes</p> <p>Interventions</p>		
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**What is working well with Pupil Premium in 2016-17?**

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**How do we know?**

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**What are we focusing on next?**

## RE

### Actions taken in 2015-16

All class teachers have been introduced to New Units from Leeds Agreed Syllabus .

- Staff have access to REHub online for planning and resources for New Syllabus.
- RE resources and artefacts organised and renewed to support topics .
- Supported staff in organising and visiting different places of worship .
- Y1 –St Mary's / Y2 – Makkah Masjid Mosque / Y3 – Sinai Synagogue
- Y4- Sikh Gurdwara / Y5- Buddhist Centre / Y6- Hindu Temple
- Helped organise Faith and Culture Day. 3 visitors from Faith communities .Also Indian Dancing and African Drumming workshops .

### Outcomes

- New Units of work from Leeds Agreed Syllabus have been taught in each year group.
- RE assessments have been taken from each year group to be analysed.
- Staff and pupils have extended their knowledge and experience through visits to places of worship .
- Visits to places of worship embedded in planning as regular part of RE topics .
- Children have met visitors from Muslim , Jewish and Christian communities in Leeds .
- During Faith and Culture Day pupils engaged in variety of activities exploring Faith and Culture from different perspectives .
- RE resources are available for each topic.
- Draft New RE Policy produced for approval.

### Areas to address

- Continue to support teachers in planning and implementing new Agreed Syllabus .
- Maintain and extend contact with local places of worship and religious communities .
- Evaluate impact of Faith and Culture Day , and develop plans for similar events next year .
- To continue to update the subject leader file.
- To ensure resource boxes are up to date and organised.
- Distribute new RE Policy.

## Subject: RE

1. That the Leeds Agreed Syllabus , and school RE Policy are followed throughout school.
2. That pupils and staff in KS1 and KS2 visit a place of worship during the year .
3. That pupils and staff develop knowledge and understanding through Faith And Culture Day activities .

As a result, children will have opportunities for spiritual , moral and cultural growth . They will develop insight into their own and other peoples' beliefs and values. They will celebrate diversity , and show sensitivity and respect towards the beliefs , cultures , values of others ; while challenging prejudice and stereotyping .

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Planning</b>					
1. Support teachers in planning and implementing Leeds Agreed Syllabus	RE objectives met through cross curricular topics and/or discrete RE topics.	Support planning of RE in Year groups. Ensure access to HUB and Units of work.  Ensure resource boxes are up to date and organised	Review planning and outcomes with teachers .  Review response of children to RE topics .	Review progress of pupils on Milestones .  Pupil interviews.	Curriculum time to review , interview , and assess . £250 Budget for resources.
<b>Visits</b>					
2. Support organising visits to places of worship. Maintain and extend contact with local places of worship and religious communities .	Children and Staff knowledge and experience extended.  Positive relationships built with Leeds Faith communities .	Continue and develop contacts with faith communities.	Feedback from staff and children.  Feedback from Faith leaders/communities .	Review progress of pupils on Milestones .  Pupil interviews.	Mini -busses

<b>Faith and Culture Day</b>					
3. Evaluate 2016 Faith and Culture Day , and develop plans for extended events 2017.	Successful involvement of children and staff in Faith and Culture Day activities .	Plan for Faith visitors and Cultural activities.	Feedback from staff and children .	Review progress of pupils on Milestones . Pupil interviews.	Costs of Leaders for Faith/ Cultural activities

### **What is working well with RE in 2016-17?**

- RE Topics being taught using Leeds Agreed Syllabus and Units of Work.
- Visits to places of worship have been organised for most year groups .
- Class assembly powerpoint produced to support class teachers
- Planning and organising of Faith and Culture Day is mostly complete.
- Mr. Abbott attended RE Network Meeting at Leeds Minster .

### **How do we know?**

- Mr.Abbott has advised year groups on planning and using Units of work.
- Positive feedback from visits to places of worship.
- Workshops and visitors booked for Faith and Culture Day .

### **What are we focusing on next?**

- Inviting local resident to Great Get Together
- Complete organisation for Faith and Culture Day
- Finalise visits to Hindu Temple and Buddhist Centre

## School Council

1. That the school council **promotes positive values through SEAL statements** and encourages their peers to follow these too,
  2. Introduce Y6 children to the **playground buddies**. Ensure everyone knows they can call upon when lonely.
  3. Get **the lunchtime staff more involved** in supporting positive behaviour at lunchtimes.
- As a result, pupil's thoughts and opinions are heard and then acted upon.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>The school council promote positive values related to the SEAL statements.</b>					
1. <b>To ensure the school council understands the values promoted through SEAL and can explain these to their class</b>	School council members to meet each week to discuss current issues, share class concerns and understand the needs of the school. During this time they will discuss the following week's SEAL statement, to take back to their classes. They will share these with their peers and make sure they understand them too.	The council to discuss the following week's SEAL statements. To then take these back to class with them and so promote these in class. Council members encouraged to spot other children following these and then let their teachers know.	Report back each week what they have seen happening around school. This to be minuted.	Children around the school to know the SEAL statement and be able to say what it means.	SEAL statements available to the council as well as staff.

<b>The school council promotes the school buddy scheme around school</b>					
<p><b>2.</b> To extend the buddy system to include the Y6s. To promote buddies around the playground.</p>	<p>All children at Hunslet Carr to know that they can find a buddy to play with, if they are lonely.</p>	<p>Discuss with the council how to enrol new buddies in school Encourage other children to be buddies and get the council reps to promote the role (maybe even interview for the roles).</p>	<p>We monitored the buddy system (with the council reps) over a 4 week period and then reviewed it. We will do the same for the Y6s</p>	<p>All children around school know they can call upon buddies. They use the buddy stops and see buddies around the playground.</p>	<p>Decide where the new signs and the bench will go.</p>
<b>School council lead teachers to share good practice.</b>					
<p><b>3.</b> To work with family of schools to share good practice.</p>	<p>Making contact with other council rep leads, to share good ideas.</p>	<p>Get hold of the names of the school council lead teachers and make contact. Make contact with all schools in the cluster.  NB- Beth Milligan</p>		<p>Use ideas learnt from others and make note of the impact they make in our school. Our school council reps to evaluate.</p>	<p>Names &amp; contact details of schools in the cluster and their lead person's name.</p>

**What is working well with the School Council in 2016-17?**

- the buddy system is up and running this year
- we have managed to achieve most of our goals including changing SEAL lessons/ assemblies to match current needs
- we have listened well to our classes and tried to implement their ideas throughout the year such as recently we have listened to the choice of reading material children want in their classes and we will then purchase them.

**How do we know?**

- we ask our classes if they know what to do when lonely and they can point out the buddies
- children around school know the SEAL of the wk statements
- books in school (including ones they requested from the lending library)
- a working timetable for the slide (children know when they can/can't use it)

**What are we focusing on next?**

- we need to take another look at the food ambassador role.

## **Subject: Science**

### **Actions taken in 2015-16**

- Science was planned out over the year like in the previous year so that no topic areas clashed on the timetable.
- Science is now being taught in both English and Maths for 2 days within each 2 week Science block. This allows children to write extended pieces in Science rather than copying down facts or answering simple questions.
- The year group topics and objectives were given out again early in the year as it was evident that some year groups were teaching the same objectives and not focusing on what they needed to for their year group.
- All teachers given the correct objectives and milestones from Chris Quigley's Essentials and a tutorial on how to make the most of tigttag world to support their teaching.
- Chris Quigley's milestones have been used to assess children this year and this has given a more accurate view than the tests they did in the previous year.
- Working Scientifically staff meeting to ensure staff are aware of the 5 areas and of how they can be covered in general topics.
- Working Scientifically document created to follow on from the staff meeting and to support staff with their planning.
- Updated the Science whole school action plan.
- Rearranged the Science cupboard and removed resources that don't work or are specific to one year group.
- Prepared and distributed a questionnaire to all staff members in order to obtain a better understanding of teachers understanding of what should be being taught at each stage, how they feel science could be improved and what areas they would like support in.
- Updated Subject Leader file.
- Carried out pupil questionnaires twice in the school year (before the working scientifically staff meeting & after).
- Collected science plans from all year groups.
- Attended a subject leader course for science and a follow up Science collaboration meeting.
- Met with the Science leaders from Sharp Lane and New Bewerley to discuss good practise.
- Ran a science day to continue to encourage children to think Scientifically and question the world around them.
- Folder created for staff to store evidence of Science to support the work in their books e.g. photos, research and presentations.

## Outcomes

- Chris Quigley's Essentials are now well established and new staff have a good understanding of which objectives apply to their year group.
- All science assessments have been taken from each year group and analysed.
- The science action plan is up to date and includes teaching Science through English and Maths.
- All year groups have some evidence of extended writing in Science but this is not evident for all topic blocks and needs to continue
- Science resources are organised and labelled so are easier to find when they are needed.
- The findings from the questionnaire showed that staff were less confident when it came to the Working Scientifically objectives leading to the staff meeting.
- The Working Scientifically document helped staff plan experiments to address each objective and staff found it useful on Science day.
- The samples of work I have collected show staff have worked from the objectives this year and the progression within each topic between year groups is clearer.
- The Subject Leader file contains up to date information, work and questionnaires.
- Pupil's thoughts and feelings about science were analysed and showed that early in the year Science was seen as a fact based lesson but, after the working scientifically staff meeting, children could tell me about what experiments they had done and why those experiments were important.

## Areas to address

- To ensure extended pieces of writing are evident within science books for all topics in all year groups.
- To continue to update the subject leader file.
- To ensure new staff in September are aware of what they are expected to teach in Science and that they are given the appropriate documents
- Topic specific CPD for staff and an introduction to tigtag world/Switched on Science for new staff.
- More evidence of cross curricular links between Science and maths.

## Subject: Science

1. That extended pieces of writing are being produced around each Science topic.
2. That maths is taught through Science and cross curricular links are made where possible.
3. That all staff receive training for areas they struggle with in Science and have good subject knowledge.

As a result, all staff will be confident planning and delivering effective, fun Science lessons. That cross curricular links are made where possible to allow Science topics to be taught in greater depth.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of Impact on Pupil Progress	Resources
<b>Extended writing opportunities</b>					
To increase extended writing opportunities in Science.	All Science topics to have evidence of at least one extended writing piece. Extended writing to be done in Science books rather than English books.	Staff meeting providing opportunities for staff to share and discuss opportunities for writing in Science. Create a document to share ideas of writing opportunities for different topics.	Book trawls Lesson observations Planning scrutiny		Time to observe  Staff meeting time
<b>Cross curricular links</b>					
To increase opportunities for cross curricular links with maths.	Evidence of Maths links for each Science topic. Evidence in Maths or Science books depending on the task. Evidence could also be through pictures, videos or presentations.	Staff meeting providing opportunities for staff to share and discuss Maths links for the various Science topics. Create a document to share ideas of maths opportunities for different topics.	Book trawls Lesson observations Planning scrutiny		Time to observe  Staff meeting time

<b>Staff confidence</b>					
To provide CPD for all staff particularly any staff that are new to the school.	All staff to have a good understanding of the topics they are teaching. All staff to understand the planning and assessment framework for Science at Hunslet Carr.	Staff Questionnaire to find any gaps in knowledge and to identify areas for development. Staff meetings to meet staff needs and CPD courses for Year 2 & 6 staff for assessment in Science.	Staff Questionnaires Staff Meetings		CPD courses

**What is working well with Science in 2016-17?**

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**How do we know?**

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**What are we focusing on next?**