



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



# **Hunslet Carr Primary School**

# **School Improvement Plan**

# **2019-20**

**High Expectations, Caring,  
Positive Attitudes and Successful**

Updated March 16<sup>th</sup> 2020

## Introduction

This **School Improvement Plan** has been written following the completion of the school's **SEF** and the writing of the **School Development Plan**. It aims to detail the actions the school will put in place over 2019-20 to address the issues identified in the SEF and Development plan. Who will be responsible for implementing the actions, what the intended impact will be, in what time frame and at what cost. It will also highlight which committee of the school's board are leaders accountable for their actions.

This School Improvement Plan is broken down into the same sections as the Development Plan and on the following pages you will find information relating to how we intend to improve the following areas of school:

- Leadership
- Attendance
- Behaviour and Attitudes
- Quality of Education
  - English
  - Maths
  - Wider Curriculum Areas
- EYFS

This document has been shared with the staff, parents, governors and school improvement adviser.

It will be reviewed at least twice each term and more if necessary to ensure that actions taken are having the desired impact on the children's outcomes.

<b>Focus Area – Leadership</b>				
<b>What Ofsted said in March 2018</b>				
<ul style="list-style-type: none"> <li>• Leaders and governors have not secured consistently good teaching and learning.</li> <li>• Self-evaluation is overgenerous. The evaluation of teaching and the scrutiny of work do not always focus sharply on the impact of teaching on learning and progress of all pupil</li> </ul>				
<b>School Response:</b>				
<ul style="list-style-type: none"> <li>• Improve the quality of leadership, management and self-evaluation by ensuring that the monitoring of teaching and work sampling is rigorous and focuses sharply on the learning and progress of all pupils, including SEND.</li> <li>• Improve the leadership of SEND and deliver the outcomes and actions agreed during our SEND Review.</li> <li>• Improve the governorship of the school; fill all vacant positions and ensure that governors continue to lead an active role within the school, challenging and supporting leaders.</li> </ul>				
<b>Priority Leader: Martin Lumb</b>		<b>Gov Com: Joint Review Group</b>		<b>Link Gov:Jon Hairsine/Clare Davidson</b>
<b>Cost: £3,300</b>				
<b>Improve the quality of leadership, management and self-evaluation by ensuring that the monitoring of teaching and work sampling is rigorous and focuses sharply on the learning and progress of all pupils, including SEND.</b>				
<b>Objectives</b>	<b>Success Criteria</b>	<b>Specific Actions</b>	<b>Monitoring arrangements</b>	<b>Resources</b>
An Assessment and Monitoring Calendar is created that allows Leaders & Governors to monitor T&L.	<ul style="list-style-type: none"> <li>• 90% of teachers to be at least good.</li> </ul>	<ul style="list-style-type: none"> <li>• ML to produce an assessment &amp; monitoring calendar that is shared with teachers and governors by September 17<sup>th</sup></li> <li>• Book Trawls to be undertaken by SLT accompanied by Gov's termly using strategies introduced by Jackie Reid.</li> <li>• Lesson Observations to take place in the Autumn and Summer terms with members of the SLT and SENDco.</li> <li>• Lesson Study to take place in the Spring term so that best practice is shared between the teachers in the phase.</li> <li>• Learning and Environment walks to take place half-termly with members of the SLT and the SENCo.</li> <li>• Jackie Reid to undertake Deep Dives in different areas of the school termly. <ul style="list-style-type: none"> <li>• Autumn = Phonics</li> <li>• Spring = Reading</li> <li>• Summer = Maths</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• JRG to meet on: <ul style="list-style-type: none"> <li>▪ Autumn = 6<sup>th</sup> November</li> <li>▪ Spring = 4<sup>th</sup> February</li> <li>▪ Summer = 19<sup>th</sup> May</li> </ul> </li> <li>• To discuss the standard of T&amp;L from that term and to address any issues from the Monitoring Process.</li> <li>• Lesson Study feedback to shared with Governors and to add the 'lessons learnt' sheets to the school website.</li> </ul>	<p>SLT release time is built into the school's budget.</p> <p>Jackie Reid's support is paid for in the school's support package from the LA.</p>

<p>Implement a more robust system of staff appraisal so that Requires Improvement T&amp;L is established quicker &amp; support is put in place.</p>	<ul style="list-style-type: none"> <li>• 90% of teachers to be at least good.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ML and SLT to write performance manage targets for teachers before 31<sup>st</sup> October 19.</b> <ul style="list-style-type: none"> <li>• Targets to include focus on QFT and provision for SEND children.</li> <li>• Targets to include focus on improvement on aspects of teaching.</li> </ul> </li> <li>• All teachers to have their targets set before 31<sup>st</sup> November.</li> <li>• ML and AHTs to observe teachers in a lesson, learning walk, and book trawl as set out in the assessment calendar.</li> <li>• All teachers to have performance man review meetings termly with their AHT.</li> <li>• All staff falling below the targets set will be offered informal support over a 3 week period including monitoring, peer support and training.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>JRG to ensure that all staff have had targets set during their Autumn performance management meetings.</b></li> <li>• <b>JRG and Resource committees to discuss any staff who are on support plans during their termly committee meetings – Line Manager carrying out the support plan to attend meeting and item to be first on the agenda.</b></li> <li>• <b>Chair of Governors (CoG) to be informed of any staff who are on a 3 or 6 week support plan within the first week of the plan.</b></li> </ul>	<p>SLT release time is built into the school's budget.</p> <p>Release time for staff who are on support plans to meet weekly with their line manager. £1,000</p>
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**Improve the leadership of SEND and deliver the outcomes and actions agreed during our SEND Review.**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>Implement a plan to improve the leadership and provision for SEND children following the school's SEND Review Feb 2018'.</p>	<ul style="list-style-type: none"> <li>• Outcomes for SEND children to be in line with outcomes for SEND children locally.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ML and SLT to meet with Patrick Kelly, Jackie Reid/SEND Gov in Summer term to create an SEND plan.</b></li> <li>• <b>ML to meet with Patrick Kelly and 4 members of the SENIT team to 'stress-test' the SEND plan..</b></li> <li>• <b>ML to present the SEND to the JRG meeting on 6<sup>th</sup> November.</b></li> <li>• <b>ML, Patrick Kelly and SEND Gov to present the plan to the school staff.</b></li> <li>• <b>ML and SLT to implement the SEND plan over the course of 2019-20.</b>  <b>Actions to include:</b> <ul style="list-style-type: none"> <li>• Reorganising the Support Staff team as detailed in the plan.</li> <li>• Reassigning SLT roles including that of the SENCo.</li> <li>• Improvements to the QFT in all classrooms as a result of training.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>JRG to review the SEND plan at their meeting on 6<sup>th</sup> Nov.</b></li> <li>• <b>FGB to ensure that SEND plan is being implemented in 12<sup>th</sup> Dec meeting.</b></li> <li>• <b>Jackie Reid, Steve Dawson and Patrick Kelly to observe QFT during deep dives so that they can report on the provision for SEND children.</b></li> </ul>	<p>SLT release time is built into the school's budget.</p>

**Improve the governorship of the school; fill all vacant positions and ensure that governors continue to lead an active role within the school, challenging and supporting leaders.**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p><b>For all vacant positions on the Governing Board to be filled ASAP.</b></p>	<ul style="list-style-type: none"> <li>• Governors have the capacity to take place in school-based activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ML to advertise Parent Governor vacancy in Sept 19'.</b></li> <li>• <b>New Parent Governor to be agreed onto the FGB at the 12<sup>th</sup> Dec meeting.</b></li> <li>• <b>ML to advertise for Co-Opted governors on SSGOS website, including an advert for a Vice-Chair of Governors.</b></li> <li>• <b>New Co-Opted governors to be agreed onto the FGB at the 12<sup>th</sup> Dec meeting.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>JRG to review the SEND plan at their meeting on 6<sup>th</sup> Nov.</b></li> <li>• <b>FGB to ensure that SEND plan is being implemented in 12<sup>th</sup> Dec meeting.</b></li> <li>• <b>Jackie Reid, Steve Dawson and Patrick Kelly to observe QFT during deep dives so that they can report on the provision for SEND children.</b></li> </ul>	<p>Cost of adverts. £500</p> <p>Cost of new Gov training £800</p>
<p><b>For members of the Governing Board to have the Assessment and Monitoring calendar.</b></p>	<ul style="list-style-type: none"> <li>• Governors are assigned to various tasks in school so that they can speak confidently about standards and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ML to share the Assessment/Monitoring calendar with the governors via email by October 15<sup>th</sup> 2019'.</b></li> <li>• <b>Governors to sign up to In-school monitoring of learning by Oct 22<sup>nd</sup> 19'.</b></li> <li>• <b>Governors to attend Deep Dives under taken by Jackie Reid, Steve Dawson and Patrick Kelly.</b></li> <li>• <b>Governors to attend the summarising sessions of Safeguarding activity in school undertaken by the Safeguarding team.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>JRG to review the in-school activity by Gov's in their 25<sup>th</sup> October meeting and repeated in Spring and Summer.</b></li> </ul>	<p>No Cost.</p>
<p><b>Governors challenge leaders at all levels and seeks a range of evidence so that they are sure that changes made this year are having the required impact.</b></p>	<ul style="list-style-type: none"> <li>• Governors have the skills and knowledge to seek the information that will support them to challenge leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The CoG to use the governors skills audit undertaken before 10<sup>th</sup> Oct to sign post governors for training</b></li> <li>• <b>Governors to invite subject leaders, AHT and other staff members in school to committee meetings in order to gain a range of evidence</b></li> <li>• <b>All committee meetings to receive relevant information at least 10 working days prior to the meeting so that challenging questions can be asked and minuted.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Committees to report back to school leaders if information is not being sent in a timely manner.</b></li> <li>• <b>CoG to monitor the number of visits to school and to ensure that governors are present enough to challenge school leaders.</b></li> </ul>	<p>Cost of training £1,000</p>

Focus Area – Attendance, Behaviour and Attitudes				
<b>What Ofsted said in March 2018</b> <ul style="list-style-type: none"> <li>• Behaviour requires improvement because pupils do not always demonstrate positive attitudes to learning.</li> </ul>				
<b>School Response:</b> <ul style="list-style-type: none"> <li>• A focus on ensuring that Attendance is at least 96% and the % of PA is below the cluster average.</li> <li>• A focus on ensuring that all children behave in line with the school's expectations and for those children who this is difficult for the school has effective measures in place to support them.</li> <li>• A focus on introducing a new PSHCE curriculum that is more personalised to pupils' needs and helps improve pupil well-being.</li> </ul>				
<b>Attendance Priority Leader: Elisa W</b> <b>Behaviour Priority Leader: Martin L</b> <b>PSHCE Priority Leader: Alec S</b>		<b>Gov Com: Pupil Support</b>	<b>Link Gov: Paul Wray</b>	<b>Cost: £9,400</b>
<b>A focus on ensuring that Attendance is at least 96% and the % of PA is below the cluster average.</b>				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<b>The school to introduce new measures to increase attendance &amp; Punctuality.</b>	<ul style="list-style-type: none"> <li>• The attendance % to be above 96%.</li> <li>• The number of children arriving at school late reduced by 50%.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EW and LL to review the attendance policy &amp; create an attendance action plan with the LA AIO by 15<sup>th</sup> Oct 2019.</b></li> <li>• <b>LL to monitor attendance weekly and for it to be shared weekly with the SLT.</b></li> <li>• <b>EW to report to the PSC the current situation with attendance and in particular PAs at their termly meeting.</b></li> <li>• <b>LL to introduce new attendance rewards to incentive good attendance.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSC to receive attendance reports termly and for issues to be discussed with EW and passed on to LL.</b></li> </ul>	Cost of Attendance rewards. - £1,000
<b>To work with the LA in challenging persistent absence through fast track procedures and gathering evidence for case work.</b>	<ul style="list-style-type: none"> <li>• The % of PAs is equal to or less than the cluster average.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LL to work with the LA AIO to gather evidence for case work and prosecution in order to undertake fast-track proceedings or court proceedings.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>FGB to receive reports that include the outcomes of all court proceedings.</b></li> </ul>	Cost of Attendance SLA with LA. - £2,400

**A focus on ensuring that all children behave in line with the school's expectations and for those children who this is difficult for the school has effective measures in place to support them.**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
All staff have an understanding of the school's behaviour policy and procedures and that they use restorative strategies to improve children's behaviour,	<ul style="list-style-type: none"> <li>Children, parents and staff report that behaviour has improved through the results of their surveys.</li> </ul>	<ul style="list-style-type: none"> <li>ML to organise behaviour training in Staff Meeting on 15<sup>th</sup> October 19'.</li> <li>ML to monitor behaviour weekly and for it to be a standing item on the SLT agenda.</li> <li>ML to report to the PSC the current situation with behaviour termly.</li> <li>Parent, Staff and Children surveys to be undertaken at the appropriate time of the year.</li> </ul>	<ul style="list-style-type: none"> <li>FGB and PSC to receive behaviour reports termly and for issues to be discussed.</li> <li>JRG to hear from Jackie Reid, Steve Dawson or Patrick Kelly how behaviour was during the learning and teaching review and during their visits to school.</li> <li>PSC and FGB given reports termly on the children, parents and staff's opinions on behaviour.</li> </ul>	<p>AHTs and SLT time to monitor behaviour. No Cost</p> <p>Cost of Trackit Lights. £1,000</p>
All actions put in place to improve the behaviour of a few children are effective.	<ul style="list-style-type: none"> <li>Reports from Jackie Reid, Karen Bayley and Patrick Kelly prove that actions in place for children with challenging behaviour are well provided for.</li> </ul>	<ul style="list-style-type: none"> <li>ML to organise for Karen Bayley to review the actions we have in place for the children with behaviour issues before Oct half-term.</li> <li>ML to continue to use the checklist provided by Patrick Kelly when referring children to REACH.</li> <li>ML to report to the PSC the current situation with fixed-term exclusions.</li> <li>For the school to carry out all the actions recommended by Karen Bayley in her Behaviour Review.</li> </ul>	<ul style="list-style-type: none"> <li>PSC to receive Karen Bayley's Behaviour Report at Nov 12<sup>th</sup> meeting.</li> <li>JRG to hear from Jackie Reid, Steve Dawson or Patrick Kelly how the school is using fixed-term exclusions.</li> </ul>	<p>Cost of Sending Children to REACH £4,000 per child</p>

**A focus on introducing a new PSHCE curriculum that is more personalised to pupils' needs and helps improve well-being outcomes.**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
The new PSHE scheme of work to be introduced to teachers and then taught to the children.	<ul style="list-style-type: none"> <li>Children are taught lessons from the Mindmate lesson plans as well as You, Me and PSHE.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to access training in Staff Meeting on 24<sup>th</sup> September 2019' delivered by JW and EC.</li> <li>JW and EC to meet with Alec Scott so that he can support them in introducing the new PSHE Scheme.</li> <li>JW and EC to monitor the introduction of the new scheme so that it is taught effectively.</li> <li>Year 5 and 6 children to undertake the MySchool survey so that we can assess the impact of the PSHE scheme.</li> </ul>	<ul style="list-style-type: none"> <li>PSC to receive report from JW and EC at 12<sup>th</sup> Nov Meeting on introduction of PSHE scheme.</li> <li>PSC to receive reports from JW and EC in the summer term with the improvements in children's wellbeing as measured by the MySchool survey.</li> <li>Alec Scott to report to SLT how effective PSHE teaching is in our school.</li> </ul>	<p>Cost of the You, Me and PSHE scheme. £1,000</p>

<p>The school addresses weaknesses in PSHE teaching identified in the Healthy Schools Award.</p>	<ul style="list-style-type: none"> <li>• The school achieves Healthy School Status.</li> </ul>	<ul style="list-style-type: none"> <li>• JW and EC to meet with Steve Body to assess the school's current provision against the Healthy School Framework and to write an action plan.</li> <li>• JW and EC work through the actions required to achieve the status, such as:             <ul style="list-style-type: none"> <li>• Introducing healthy packed lunches.</li> <li>• Children being able to recognise their emotions and how to calm down.</li> </ul> </li> <li>• Year 5 and 6 children to undertake the MySchool survey so that we can assess the impact of the PSHE scheme.</li> <li>• Steve Body to assess the school against the Healthy School Framework in the Summer term.</li> </ul>	<ul style="list-style-type: none"> <li>• PSC to receive report from JW and EC at 12<sup>th</sup> Nov Meeting on the Healthy Schools Action Plan.</li> <li>• PSC to receive reports from JW and EC in the summer term with the improvements in children's wellbeing as well as whether we have achieved the healthy school status.</li> </ul>	<p>PSHE SLA £1,000</p>
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**Focus Area – Quality of Education – English**

**What Ofsted said in March 2018**

- Pupils do not make consistently good progress in reading and writing, especially boys. As a result, pupils do not reach the standards of attainment they are capable of by the end of Year 6.
- The teaching of reading is not always effective; pupils, particularly boys, do not develop skills to enable them to understand.
- In writing, teachers’ expectations of the quality and quantity of work are not high enough. The teaching of letter formation and handwriting are inconsistent and sometimes weak.

**School Response: Reading**

- A focus on ensuring that all forms of reading teaching, both shared and guided, are effective across the school.
- Ensuring that children’s fluency and then amount of reading taking place is improved by developing an enjoyment in reading.
- A commitment to ensuring the school gains communication friendly status by the end of 2019-20.

**Priority Leaders: Kate S and Elisa W      Gov Com: Joint Review Group      Link Gov: Clare Davidson      Cost: £2,780**

**A focus on ensuring that Attendance is at least 96% and the % of PA is below the cluster average.**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>To ensure that Guided Reading is taught at a consistently good level throughout the school.</p>	<ul style="list-style-type: none"> <li>• 90% of children to achieve their reading target in 2019-20, as set in the target setting meetings in Sept.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>KS/EW to undertake learning walks around school in Half-term 1 (HT1) to identify a baseline for guided reading teaching.</b></li> <li>• <b>KS/EW to share with findings of the learning walk in the staff meeting on 12<sup>th</sup> November.</b></li> <li>• <b>KS/EW to set up peer observations between teachers with good practice and those who need to improve in HT4.</b></li> <li>• <b>KS/EW to set up team teaching sessions supported by them or teachers with good practice in HT4.</b></li> <li>• <b>KS/EW to organise Guided Reading training for TAs on 15<sup>th</sup> November at 2pm.</b></li> <li>• <b>KS/EW to undertake Reading Journal Book trawls 12<sup>th</sup> November.</b></li> <li>• KS/EW to identify children who are not progressing in Reading from Autumn Data and to offer support to teachers.</li> <li>• Steve Dawson to accompany KS/EW on Deep Dive in Reading in KS2 in HT3 Date TBC</li> </ul>	<ul style="list-style-type: none"> <li>• <b>JRG to receive report from KS/EW at 6<sup>th</sup> Nov meeting on Guided Reading Learning walk and subsequent actions.</b></li> <li>• <b>JRG to receive Reading Data at 25<sup>th</sup> Nov meeting to discuss strengths and areas to develop in Reading across KS2 and particularly Boys.</b></li> <li>• <b>JRG to receive report from Steve Dawson and KS/EW at 4<sup>th</sup> Feb meeting on Guided Reading Deep Dive and subsequent actions.</b></li> <li>• JRG to receive Reading Data in their HT4 meeting to discuss strengths and areas to develop in Reading across KS2 and particularly Boys.</li> <li>• JRG to receive report KS/EW in HT5 meeting on Guided Reading monitoring and subsequent actions.</li> <li>• JRG to receive end of year Reading Data in their HT6 meeting to establish whether this target has been met.</li> </ul>	<p>AHTs and SLT time to monitor Reading. No Cost</p> <p>Cost of replacing guided reading books. £1,000</p>

<p><b>Ensuring that children's fluency and then amount of reading taking place is improved by developing an enjoyment in reading.</b></p>	<ul style="list-style-type: none"> <li>• The standardised score from the NFER reading assessments improve for at least 90% of children.</li> <li>• A demonstrable improvement in the amount of reading children undertake at home.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>KS/EW to carry out pupil interviews to identify children's reading enjoyment baseline before 12<sup>th</sup> November.</b></li> <li>• <b>KS/EW to support teachers to organise their class visit to the Hunslet Hub Library:</b> <ul style="list-style-type: none"> <li>• <b>Rec - TBC</b></li> <li>• <b>Yr1 - TBC</b></li> <li>• <b>Yr2 - TBC</b></li> <li>• <b>Yr3 - TBC</b></li> <li>• <b>Yr4 - TBC</b></li> <li>• <b>Yr5 - TBC</b></li> <li>• <b>Yr6 - TBC</b></li> </ul> </li> <li>• <b>KS/EW to ensure NFER Reading tests are administered in Autumn/Summer Assessment weeks by teachers.</b></li> <li>• <b>KS/EW to work with Melissa D to help teachers create the standardised scores for their class.</b></li> <li>• <b>Teachers to input the standardised scores into OTrack during assessment weeks in Autumn/Summer.</b></li> <li>• <b>KS/EW Send letter to parents with a good example of a reading record and to highlight the importance of reading at home before Thursday 24<sup>th</sup> October.</b></li> <li>• <b>KS/EW to set up a reward system / initiative for reading at home similar to the one put in place to Handwriting, to start 5<sup>th</sup> November 2019.</b></li> <li>• <b>KS/EW to undertake a book trawl of home reading records week Beg 25<sup>th</sup> February as part of reward scheme.</b></li> <li>• <b>KS/EW to ensure 3x5 continues as a priority and especially for children who are at risk of not achieving their target and who do not read at home.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>JRG to receive Reading Data at 25<sup>th</sup> Nov meeting to discuss strengths and areas to develop in Reading across KS2 and particularly Boys.</b></li> <li>• JRG to receive Reading Data in their HT4 meeting to discuss strengths and areas to develop in Reading across KS2 and particularly Boys.</li> <li>• JRG to receive end of year Reading Data in their HT6 meeting to establish whether this target has been met.</li> </ul>	<p>AHTs and SLT time to monitor Reading. No Cost</p> <p>Cost of replacing home reading books. £1,000</p> <p>Cost of Home Reading reward scheme. £200</p>
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<p><b>A commitment to ensuring the school gains communication friendly status by the end of 2019-20.</b></p>	<ul style="list-style-type: none"> <li>• School achieves communication friendly status</li> </ul>	<ul style="list-style-type: none"> <li>• <b>KS/EW to work with Jen Camplin (SALT Therapist) to undertake the communication friendly school (CFS) audit by the end of 2019-20.</b></li> <li>• <b>KS/EW to work with Sarah Bramham and Jen Camplin between 29<sup>th</sup> February and 20<sup>th</sup> March to introduce simple measures identified in the audit such as signage around school.</b></li> <li>• KS/EW to write a detailed action plan for achieving CFS status by the end of the summer term during week beg 16<sup>th</sup> December.</li> <li>• <i>See Separate CFS Action Plan</i></li> </ul>	<ul style="list-style-type: none"> <li>• JRG to receive information about how the school aims to become CFS by the end of the year during HT3 meeting.</li> <li>• JRG to receive end of year information in their HT6 meeting to establish whether this target has been met and the school has achieved CFS status</li> </ul>	<p>AHTs and SLT time to monitor Reading. No Cost</p> <p>Cost of CFS Audit £200</p> <p>Cost of implementing the audit. £200</p>
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### School Response: Writing

- A consistent approach to the teaching and learning of writing using Talk 4 Writing, with opportunities to practice writing skills in children's topic work.
- Opportunities for children to demonstrate their writing interests through Free Writing during topic weeks.
- Consistent application of the school's handwriting scheme, beginning in EYFS with the teaching of correct letter formation.
- Consistent application of the school's spelling scheme.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>To ensure that our approaches to the teaching of English are leading to chd achieving FFT50 %.</p>	<ul style="list-style-type: none"> <li>• In KS1 and KS2 the % of children making expected progress in each prior attainment group is equal to or above the national figure.</li> <li>• Children in each class attain at least the level expected for FFT50 in RW.</li> <li>• 85% of children decrease the gap between their spelling age and their actual age.</li> </ul>	<ul style="list-style-type: none"> <li>• ML, Kate Standish (KS) and Elisa Whitfield (EW) to monitor the standards of English teaching, supported by Steve Dawson and Jackie Reid.</li> <li>• KS to write a new Handwriting Clarity Document before the introduction of the new scheme on 10<sup>th</sup> September.</li> <li>• KS and Gary Lumb to deliver staff meeting to introduce new Handwriting in order to equip all staff with the knowledge and understanding of the vocabulary and strategies used to teach it effectively on 10<sup>th</sup> September.</li> <li>• KS to deliver a Twilight session to KS2 staff to introduce changes to the teaching of spelling in order to equip all staff with the knowledge and understanding of the strategies used to teach it effectively on 1<sup>st</sup> October.</li> <li>• KS and EW to ensure consistent implementation of the Handwriting and Talk 4 Writing Clarity Docs in half-termly drop-ins.</li> <li>• The clarity documents to be reviewed and updated following the LA teaching and learning review and in school monitoring.</li> <li>• EW &amp; KS to deliver Guided Writing training on 25<sup>th</sup> October to ensure that high quality teacher-led guided group writing is consistently featured in T4W lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• KS and EW to monitor the implementation and effectiveness of the Handwriting Clarity Document through half-termly learning walks, drop-ins and work scrutiny.</li> <li>• KS and EW to monitor the implementation and effectiveness of the T4W Clarity document through half-termly learning walks, drop-ins and work scrutiny.</li> <li>• KS and EW to focus on guided writing during T4W drop-ins to monitor their effectiveness.</li> </ul>	<p>Release time of AHTs to monitor English. - No Cost</p> <p>KS, EW and SLT time to monitor performance. - No Cost</p>

<p><b>Consistent application of the school's handwriting scheme, beginning in EYFS with the teaching of correct letter formation. Consistent application of the school's spelling scheme.</b></p>	<ul style="list-style-type: none"> <li>• In KS1 and KS2, the % of children not achieving expected standard due to poor spelling and handwriting to decrease</li> <li>• All children improve their handwriting and demonstrate pride in presentation whenever they write.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>KS and EW to work with other school leaders to monitor the introduction of English – repeated half termly.</b></li> <li>• <b>Where teachers are not following the strategies as set out in the clarity documents, KS and EW to give specific feedback to teachers and offer informal support over a 3 week period including a re-monitoring, peer support and training.</b></li> <li>• Staff who do not improve during the 3 week period to move onto the next stage in the school's procedures in this area.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>KS and EW to monitor the implementation and effectiveness of the Spelling Scheme through half-termly learning walks, drop-ins and work scrutiny.</b></li> <li>• KS and EW to analyse the data from the Spelling tests and track progress. To take action if no progress shown.</li> </ul>	<p>Cost of Spelling Shed. £180</p>
<p><b>To ensure that our approaches to the teaching of English are leading to chd making at least expected progress and achieving in the related ELGs.</b></p>	<ul style="list-style-type: none"> <li>• Chn who are baselined as 30-50 months developing, achieve GLD.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>KS and EW to ensure consistent implementation of the Handwriting and EYFS Talk 4 Writing Clarity Docs in half-termly drop-ins.</b></li> <li>• Where teachers are not following the strategies as set out in the clarity documents, KS and EW to give specific feedback to teachers and offer informal support over a 3 week period including a re-monitoring, peer support and training.</li> <li>• The EYFS sections of the English clarity documents to be reviewed and updated following the LA teaching and learning review and in school monitoring.</li> <li>• KS and EW to work with Amy Paoli (AP) to develop a language-rich learning environment within EYFS by October 25<sup>th</sup> 2019.</li> <li>• KS and EW to work with AP to increase writing opportunities within EYFS by October 25<sup>th</sup> 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• KS, EW and AP to monitor the implementation and effectiveness of the Handwriting Clarity Document through half-termly learning walks and drop-ins</li> <li>• KS, EW and AP to monitor the implementation and effectiveness of the EYFS T4W Clarity document through half-termly learning walks, drop-ins and work scrutiny.</li> </ul>	<p>Release time of AHTs to monitor English - No Cost</p> <p>KS, EW and SLT time to monitor performance - No Cost</p>

### School Response: Phonics

- A focus on ensuring that there is consistency in the delivery of phonics from EYFS to Year 2.
- Ensuring that all teachers are clear on the expectations surrounding progression through the phrases.
- A focus on rigorous assessment to quickly identify gaps in phonic learning, including moderation of judgements.
- Ensuring that children who failed the screening check in Yr1 or Yr2 are given clearly defined provision in Year 2 or Year 3.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>Ensuring that there is consistency in the delivery of phonics from EYFS to Year 2.</p>	<ul style="list-style-type: none"> <li>• 85% of children in Year 1 achieve the expected standard at the end of Yr1.</li> <li>• 95% of children have achieved the expected standard in Phonics by the end of Yr2</li> </ul>	<ul style="list-style-type: none"> <li>• EW to deliver a staff meeting on the delivery of Phonics to EYFS and KS1 to clarify the expectations and to ensure that all teaching staff are consistent in the vocabulary, actions and lesson structure on 1<sup>st</sup> Oct 2019.</li> <li>• EW to deliver a staff meeting on the delivery of Phonics to TAs on 21<sup>st</sup> Oct.</li> <li>• EW to deliver a Phonics training sessions to Year 3 staff before 8<sup>th</sup> Nov.</li> <li>• EW to undertake lesson observations and learning walks (inc Yr3) on Phonics during weeks beg 7<sup>th</sup>/14<sup>th</sup> October 19.</li> <li>• Reports to be produced by EW / KS from SLT inspections and shared with school leaders.</li> <li>• From findings of lesson observations EW to arrange peer observations and support where needed by 25<sup>th</sup> Oct 19.</li> <li>• EW to create a document that clearly defines the expectations for progress throughout each phase in Phonics by 4<sup>th</sup> November</li> <li>• EW to work with Lauren Dean to organise Phonics workshops for parents in EYFS and Year 1 so that they can support Phonics learning at home by 15<sup>th</sup> Mar 20'.</li> <li>• EW to work with Yr1 teachers to send out Phonics homework in EYFS and Year 1 weekly after the Phonics parents evening.</li> </ul>	<ul style="list-style-type: none"> <li>• JRG to receive report from KS/EW at 6<sup>th</sup> Nov meeting on Phonic Learning walk and subsequent actions.</li> <li>• JRG to receive Phonic Data at 25<sup>th</sup> Nov meeting to discuss strengths and areas to develop in Phonics across EYFS and KS1 and in particularly Boys.</li> <li>• JRG to receive report from Jackie Reid's Phonic Deep Dive undertaken on 23<sup>rd</sup> and 24<sup>th</sup> November 2019.</li> <li>• JRG to receive Phonics Data in their HT4 and HT6.</li> </ul>	<p>AHTs and SLT time to monitor Reading. No Cost</p> <p>Cost of replacing phonically decodeable reading books. £1,000</p>

<p><b>Ensuring that all teachers are clear on the expectations surrounding progression through the phrases.</b></p>	<ul style="list-style-type: none"> <li>• 85% of children moving through the phases in line with their peers as stated in the Phonics progression document.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EW to research phonic trackers and to choose the tracker that will be used at HCPS by 11<sup>th</sup> Oct 2019.</b></li> <li>• <b>Teachers to complete baseline phonics assessments and tracker sheet to be completed by 25<sup>th</sup> Oct 19.</b></li> <li>• <b>EW/KS to analyse tracking sheets and to hold mini Phonics PPMs with EYFS and KS1 teachers by November 25<sup>th</sup>.</b></li> <li>• <b>Tracking process to be repeated during assessment weeks in Spring and Summer.</b></li> <li>• EW and AP to carry out moderation exercises on children's phonic attainment during weeks beg 2<sup>nd</sup> Dec, 23<sup>rd</sup> Mar and 22<sup>nd</sup> June.</li> </ul>	<p><b>EW to share the results of the progress meetings with the SLT in weeks beg 2<sup>nd</sup> Dec, 23<sup>rd</sup> Mar and 22<sup>nd</sup> June.</b></p>	<p>No Cost</p>
<p><b>Ensuring that children who failed the screening check in Yr1 or Yr2 are given clearly defined provision in Year 2 or Year 3.</b></p>	<ul style="list-style-type: none"> <li>• 95% of children have achieved the expected standard in Phonics by the end of Yr2</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EW to deliver a Phonics training sessions to Year 3 staff before 8<sup>th</sup> Nov.</b></li> <li>• <b>EW to create a document that clearly shows the areas that children who failed the screening check in Yr1/Yr2 struggled with so that teachers in Yr2/Yr3 can focus on.</b></li> <li>• <b>EW to work with Lauren Dean to ensure that all parents of children who failed the phonics check to attend the workshops for parents in Year 2 and 3 so that they can support Phonics learning at home by 15<sup>th</sup> Nov.</b></li> <li>• EW to work with Yr1 teachers to send out weekly Phonics homework in Year 2 and 3 for these children after the Phonics parents evening.</li> <li>• <b>EW to work with Rachael Haigh to identify children to for her specific intervention by Oct 1<sup>st</sup>.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>JRG to receive as part of the Phonic Data analysis information about the children who require retests at 25<sup>th</sup> Nov.</b></li> <li>• <b>JRG to receive report from Jackie Reid's Phonic Deep Dive undertaken on 23<sup>rd</sup> and 24<sup>th</sup> November 2019.</b></li> <li>• JRG to receive Phonics Data in their HT4 and HT6.</li> </ul>	<p>No Cost</p>



**Focus Area – Quality of Education - Maths**

**What Ofsted said in March 2018**

- The teaching of problem-solving and reasoning is inconsistent. This limits pupils' ability to reach the higher levels in maths.

**School Response:**

- Improve progress and attainment in Maths in KS2.
- While maintaining the improvements to Reasoning in Maths across school, improve the teaching of Arithmetic and Times Tables.
- A mastery approach to the teaching of maths in EYFS.

**Priority Leaders: Charlie S      Gov Com: Joint Review Group      Link Gov: ????**

**Cost: ????**

**Improve progress and attainment in Maths in KS2.**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p><b>Improve progress and attainment in Maths in KS2.</b></p>	<ul style="list-style-type: none"> <li>• 85% of children make at least expected progress in all year groups in Maths</li> <li>• In KS2 the % of children making expected progress in each prior attainment group is equal to or above the national figure</li> <li>• Children in each class attain at least the level expected for FFT50 in M</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers at HCPS have a consistent clear understanding of how maths is taught (through Mastery Maths in EYFS, Fluent In Five &amp; MNP! in KS1 and KS2). New and returning staff need support &amp; monitoring</li> <li>• All children across KS1 and KS2 are accessing daily Fluent In Five activities and improvements are seen in the arithmetic test scores each half term.</li> <li>Fluent in Five:                             <ul style="list-style-type: none"> <li>• In the staff meeting on 10th Sept staff are introduced to the Fluent In Five activity programme &amp; have a go at it.</li> <li>• Fluent In Five daily sessions start week beginning Monday 16th Sept, with the children's scores from their tests are sent to CS every Friday for analysis.</li> <li>• Analysis of Fluent In Five scores by CS to see what percentage of pupils are achieving 75% or more of Fluent In Five correct – Target 75% of each class to get 75% or more correct by end of four week period. See ½ termly analysis by CS and actions/support offered.</li> <li>• Arithmetic tests are taken before Fluent In Five as a pre-assessment and then four weeks after to see the impact of them.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maths lesson drop-ins completed termly alongside formal lesson observations.</li> <li>• Fluent In Five drop ins to happen at least once a half-term.</li> <li>• Every Friday, teachers send their Fluent In Five scores to CS for analysis: CS to see what percentage of pupils are achieving 75% or more of Fluent In Five correct – Target 75% of each class to get 75% or more correct by end of four week period.</li> <li>• Arithmetic tests are taken before Fluent in Five as a preassessment and then again four weeks later to see the impact – used for target groups and interventions if needed.</li> <li>• Monitoring of Fluent In Five in maths journal done at least twice half-termly by CS.</li> <li>• Monitoring of maths journals done on a termly basis by CS and through book trawls.</li> </ul>	<p>Release time for Maths leader</p> <p>MNP! Website and HUB subscription</p> <p>MNP! textbooks and workbooks</p> <p>Fluent In Five from Third Space Learning</p> <p>Maths resources and manipulatives</p> <p>TT Rockstars subscription</p> <p>NumBots subscription</p> <p>Staff Meeting time</p>



		<ul style="list-style-type: none"> <li>• The monitoring of Fluent In Five in maths journal done at least twice half-termly by CS. Focused on classes that need support.</li> <li>• CS to lead booster groups for target groups of Year 6 pupils throughout the year to prepare for KS2 SATs.</li> <li>• Pupils improve their reasoning through the use of a maths journal.</li> <li>• Pupils improve their reasoning skills through discussions and conversations so that by the end of Year 6 they are at the nationally expected level</li> <li>• CS updates Maths clarity document &amp; distributes before week beg 14<sup>th</sup> Oct.</li> </ul>		<p>October Training Day</p> <p>November MNP! training with Jo Sawyers (expert) for new and returning staff</p>
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**While maintaining the improvements to Reasoning in Maths across school, improve the teaching of Arithmetic and Times Tables.**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p><b>While maintaining the improvements to Reasoning in Maths across school, improve the teaching of Arithmetic and Times Tables.</b></p>	<ul style="list-style-type: none"> <li>• All teachers at HCPS have a consistent clear understanding of how maths is taught (through Mastery Maths in EYFS and Fluent In Five and MNP! in KS1 and KS2).</li> <li>• All children across KS1 and KS2 are accessing daily Fluent In Five activities and improvements are seen in the arithmetic test scores each half term.</li> <li>• Children in KS2 improve their times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in Years 1 – 6 have opportunities to journal most days.</li> <li>• All children across school (Nursery – Year 6) are encouraged to talk and answer questions in full sentences.</li> <li>• Members of the EYFS team attend an Early Years Maths Mastery course.</li> <li>• That children from Year 1 – Year 6 all have opportunities to communicate and discuss their maths work during “In Focus” and “Guided Practice”.</li> <li>• That the monitoring of the maths journals is added to the assessment and monitoring calendar termly.</li> <li>• Additional training for new and returning members of staff. One session led by CS, one by MNP!</li> <li>• Where teachers are not following the strategies in the clarity documents, CS to give specific feedback to teachers and offer informal support over a 3 week period, including a remonitoring, peer support &amp; training by Joanna R.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of maths across school led by CS. Regular half-termly drop ins.</li> <li>• Maths lesson drop-ins completed termly alongside formal lesson observations.</li> <li>• Monitoring of maths journals done on a termly basis by CS.</li> <li>• Where teachers need support they are given opportunity to watch good practice before then being given time to implement ideas and then been observed themselves.</li> <li>• Where teachers are not following the strategies as set out in the clarity documents, CS to give specific feedback to teachers and offer informal support over a 3 week period, including a remonitoring, peer support and training by CS and/or Joanna Roberts.</li> <li>• Staff who do not improve during the 3 week period to the schools procedures in this area.</li> </ul>	<p>Release time for Maths leader</p> <p>MNP! Website and HUB subscription</p> <p>MNP! textbooks and workbooks</p> <p>Fluent In Five from Third Space Learning</p> <p>Maths resources &amp; manipulatives</p> <p>TT Rockstars subscription</p>

	<p>knowledge</p> <ul style="list-style-type: none"> <li>• Children in KS1 improve their number bonds knowledge.</li> <li>• Pupils improve their reasoning through the use of a maths journal</li> <li>• Pupils improve their reasoning so by the end of Year 6 they are at the nationally expected level</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The monitoring process to be complimented by our work with the Yorkshire Maths Hub and their TRG.</b></li> <li>• <b>Children in KS2 are all given TT Rockstars logins to work on their times tables and provided with a piece of times tables homework every Friday.</b></li> <li>• <b>Children in KS1 and Reception are all given NumBots logins to work on their number bonds.</b></li> <li>• <b>CS to arrange times tables competitions with other local schools.</b></li> <li>• <b>Year 3 &amp; 4 to focus more on times tables in preparation for the Year 4 Multiplication Test in 2020.</b></li> </ul>		<p>NumBots subscription</p> <p>Staff Meeting time</p> <p>October Training Day</p> <p>November MNP! training for new and returning staff</p>
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**A mastery approach to the teaching of maths in EYFS.**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p><b>Use a Mastery approach to the teaching of mathematics in EYFS</b></p>	<ul style="list-style-type: none"> <li>• Staff in EYFS have an understanding of what mastery maths looks like and how to teach it</li> <li>• Pupils are taught with a mastery approach</li> <li>• Pupils are encouraged to make connections between numbers</li> <li>• Pupils are encouraged to speak and answer in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Members of EYFS team attend or have previously attended Mastery Maths training through local maths HUB to ensure understanding of mastery.</b></li> <li>• <b>Staff who receive Mastery Maths training lead on sharing their expertise with rest of EYFS team.</b></li> <li>• <b>Pupils in EYFS are taught through a Mastery approach – focus on numbers a week, number stories, use of resources and manipulatives etc.</b></li> <li>• <b>Member of EYFS team contributes to writing of Maths Clarity document.</b></li> <li>• <b>Maths lead undertakes termly drop-ins to EYFS to check what maths looks like alongside EYFS leader.</b></li> <li>• <b>Maths lead regularly discusses what maths looks like in EYFS with EYFS leader and Mastery trained staff.</b></li> <li>• <b>Develop number bonds knowledge and understanding through maths lessons and use of NumBots website/app.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Checking of maths planning by EYFS leader and Mastery trained staff.</b></li> <li>• Half-termly planning checks by Maths lead.</li> <li>• Termly drop-ins/obs by Maths lead.</li> <li>• Maths lead to do half-termly checks on use of NumBots and if it is being maximised.</li> </ul>	<p>Release time for EYFS staff to attend Mastery Maths course</p> <p>Release time for Maths leader</p> <p>Maths resources, manipulatives and story books</p> <p>NumBots subscription</p>

Focus Area – Quality of Education – Wider Curriculum				
<b>What Ofsted said in March 2018</b> <ul style="list-style-type: none"> <li>The quality of pupils' work across the full range of subjects is not consistently of a good standard. Teachers do not provide sufficient opportunities for the pupils to gain the necessary skills and understanding in subjects such as history, geography and science.</li> </ul>				
<b>School Response:</b> <ul style="list-style-type: none"> <li>Develop an effective wider curriculum at HCPS.</li> <li>Development of subject leadership to ensure the curriculum is implemented consistently throughout HCPS.</li> <li>Subject leadership is to be developed to ensure a distributive leadership model and staff progression is maintained.</li> </ul>				
Priority Leaders: Alec S		Gov Com: ????	Link Gov: ????	Cost: ????
A focus on ensuring that Attendance is at least 96% and the % of PA is below the cluster average.				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
To ensure an effective wider curriculum has been distributed around school.	<ul style="list-style-type: none"> <li>All teachers to be aware of which topics they are teaching and at what time of year.</li> <li>Teachers to be aware of the new organisation of topic timetabling.</li> <li>Teachers are able to teach lessons which relate to the topic weeks which have been predetermined.</li> </ul>	Teachers and SLs must: <ul style="list-style-type: none"> <li>Teachers must follow the curriculum documents they have been given for their year group and topic.</li> <li>Teachers must create a series of lessons around their topic.</li> <li>Teachers must relate the lessons to the predetermined topic weeks.</li> </ul> To aid this, Alec S must: <ul style="list-style-type: none"> <li>Lead inset which will state the direction for our wider curriculum.</li> <li>Produce documents with SLT which will detail the curriculum areas of coverage and objectives.</li> <li>Create a curriculum which flows in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings delivering new curriculum schemes.</li> <li>Regular drop in and book trawls WCL, SLT and SLs.</li> <li>Each updated weekly plan must be sent to WC leader to ensure the lessons which had been planned have been taught.</li> <li>Compare these to work in their books to ensure things have been covered.</li> <li>Topic book trawls in staff meetings as well as looking at the planning segments of the topic booklets.</li> <li>Trawls of other floorbooks and art books to ensure they had been covered alongside SLs.</li> </ul>	Release time for WC Leader and SLs.  Topic booklets  Meetings with SLT  Previous Topic Booklets  National Curriculum

<p><b>Teachers to lead their subjects with support and guidance.</b></p>	<ul style="list-style-type: none"> <li>• SL will create an action plan which will detail: <ul style="list-style-type: none"> <li>• Intent</li> <li>• Implementation</li> <li>• Impact (of previous years)</li> <li>• And their actions on a working document.</li> </ul> </li> <li>• The production of policy documents.</li> </ul>	<p>Teachers and SLs must:</p> <ul style="list-style-type: none"> <li>• <b>Teachers will develop a strategic plan for the year ahead.</b></li> <li>• <b>This will detail what is needed to ensure the subject is running correctly moving forward.</b></li> <li>• <b>These will be related to the areas from Input.</b></li> <li>• <b>SL to lead a subject staff meeting to provide information to the other staff to ensure they are aware of changes and expectations towards their subject.</b></li> <li>• <b>Teachers to complete their policy documents</b></li> </ul> <p>To aid this, Alec S must:</p> <ul style="list-style-type: none"> <li>• <b>Provide areas of understanding and support when developing action plans. This must include information for:</b></li> <li>• <b>Auditing</b></li> <li>• <b>Curriculum</b></li> <li>• <b>Subject knowledge</b></li> <li>• <b>Resources</b></li> <li>• <b>Curriculum materials</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Support SLs with the development of their action plan goals and create a systematic plan to achieve this.</b></li> <li>• <b>Action plans to be sent to myself at regular intervals:</b></li> <li>• <b>First completion;</b></li> <li>• <b>At the end of the first half-term;</b></li> <li>• <b>After their second subject release time;</b></li> <li>• <b>Evaluated goals after the first term;</b></li> <li>• <b>The cycle would then restart for the second term</b></li> <li>• <b>Be available for support and regularly email SLs regarding their subject every half term.</b></li> <li>• <b>Prior to staff meetings read through and aid their presentations; offering support when needed.</b></li> <li>• <b>Co-aligning their updated action plans alongside evidence, book trawls and emails which detail this.</b></li> </ul>	<p>Subject release time</p> <p>Wider curriculum lead release time</p> <p>Working action plan template for SLs to use</p> <p>Last year's topic books</p> <p>Curriculum documents</p>
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<p><b>Teachers to understand progression to aid assessment from Y1-Y6 in their subject.</b></p>	<ul style="list-style-type: none"> <li>• Teachers to create a document which details the progression in their subject.</li> <li>• This information will be fed back to other teachers to enhance their understanding of their subject.</li> </ul>	<p>Teachers and SLs must:</p> <ul style="list-style-type: none"> <li>• <b>Teachers complete the document which details what is expected in each year group.</b></li> <li>• <b>Use the example progression document to help inform the progression.</b></li> <li>• <b>Observe lessons and book trawls to develop an understanding of progression at HCPS.</b></li> </ul> <p>To aid this, Alec must:</p> <ul style="list-style-type: none"> <li>• <b>Provide exemplar progression documents to develop a further understanding of subject progression.</b></li> <li>• <b>Provide opportunities for staff to observe lessons and conduct book trawls in school.</b></li> <li>• <b>Conduct a staff meeting to introduce the progression documents for staff/or email the agenda and documents alongside a crib sheet.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Check the sheets to see if there is progression throughout the year groups.</b></li> <li>• <b>Ensure it matches our school's intent, barriers and needs.</b></li> <li>• <b>Conduct book trawls and student interviews with SLs to ensure they work.</b></li> <li>• <b>Support and help develop the delivery of a staff meeting.</b></li> <li>• <b>Ensure the formative assessment matches the key lines of a subject on both the sheets and on O-Track.</b></li> </ul>	<ul style="list-style-type: none"> <li>• SI Release Time</li> <li>• WCL Release Time</li> <li>• HCPS Progression Document Template</li> <li>• Progression Document Example</li> </ul>
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<p><b>Subject leaders to take main role in developing topic booklets and policy documents.</b></p>	<ul style="list-style-type: none"> <li>• Subject leaders to distribute their curriculum areas effectively on the spr and sum documents.</li> <li>• Evaluate previous term's topic weeks to observe the impact and problems that have arisen with the topic weeks in relation to their subjects.</li> <li>• Create a policy relating to their subject which co-aligns with our wider curriculum.</li> </ul>	<p>Teachers and SLs must:</p> <ul style="list-style-type: none"> <li>• <b>Teachers to complete a WC evaluation on the previous term's topic week and documents.</b></li> <li>• <b>SL to distribute the key themes within the curriculum documents which is then to be passed on to teachers.</b></li> <li>• <b>Teachers to plan using the curriculum documents stated above.</b></li> </ul> <p>To aid this, Alec S must:</p> <ul style="list-style-type: none"> <li>• <b>Spr. (and then Sum) Curriculum documents to be passed on to SL to complete.</b></li> <li>• <b>Aut. (and then Sum) To be given as an exemplar document.</b></li> <li>• <b>SL to work with WC lead to ensure these have been completed correctly.</b></li> <li>• <b>Example policy document is provided to SL as a guide.</b></li> <li>• <b>Support the process of creating a policy document relating to their subject.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide guidance with the curriculum documents created.</b></li> <li>• <b>Monitor the progress of the documents.</b></li> <li>• <b>Send out the documents once correlated with the previous term.</b></li> <li>• <b>Retrieve and redistribute once weeks completed by teachers so SL can undertake the role of monitoring the documents and their subjects.</b></li> <li>• <b>Support with this process.</b></li> <li>• <b>Support and check policy document creation process.</b></li> <li>• <b>Ensure the subheadings are consistent across the document through monitoring.</b></li> <li>• <b>Ensure they relate to the school's intent.</b></li> </ul>	<ul style="list-style-type: none"> <li>• SI Release Time</li> <li>• WCL Release Time</li> <li>• Policy Document Examples</li> <li>• Previous Topic Term Documents Completed</li> </ul>
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**Focus Area – Early Years Foundation Stage**

**What Ofsted said in March 2018**

- In the early years, the outdoor space is not as well used as the learning environment inside.
- Early writing skills are not developed effectively.

**School Response:**

- A consistent approach to the teaching of early reading and writing is in place so that children are prepared for KS1.
- The indoor and outdoor learning environments will provide a range of open-ended, Reggio Emilia-inspired challenges to further increase the % of children exceeding in the prime and specific areas of learning.
- All children who enter our school below ARE for CLL will make ‘good’ or better progress.
- The Early Years team will promote ‘Parents as partners’ and continue to build strong relationships with parents.

<b>Priority Leader: Martin Lumb</b>	<b>Gov Com: Joint Review Group</b>	<b>Link Gov: Claire Davidson</b>	<b>Cost: £1,500</b>
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**A consistent approach to the teaching of early reading and writing is in place so that children are prepared for KS1.**

<b>Objectives</b>	<b>Success Criteria</b>	<b>Specific Actions</b>	<b>Monitoring arrangements</b>	<b>Resources</b>
<p>To ensure that staff are following the T4W guidelines in the Early Years clarity document.</p>	<ul style="list-style-type: none"> <li>• 90% of children make at least expected progress from their Sept Baseline</li> <li>• Teachers have a consistent approach to learning</li> <li>• Children are familiarised with the talk for writing approach from their entry to Nursery.</li> <li>• Writing and reading scores to be at least in line with LA – closing the GAP to National figures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly planning sessions with all Early Years staff and EY leader.</b></li> <li>• <b>Kate, Elisa and Charlie to join planning sessions to ensure English and Maths planning fits in with the whole school approach.</b></li> <li>• <b>Coaching of staff to ensure that the learning environment promotes reading and writing.</b></li> <li>• <b>ML to observe effectiveness of morning meetings Jan/Feb 2020.</b></li> <li>• <b>Weekly phase check in meetings to share good SEND practise.</b></li> <li>• <b>Attend termly cluster moderations – look at provision in other settings.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drop ins, learning walks and joint observations to monitor and evaluate T4W.</b></li> <li>• <b>Termly JRG meetings.</b></li> <li>• <b>Termly pupil progress meetings.</b></li> <li>• <b>Feedback during phase meetings.</b></li> <li>• <b>Termly monitoring for Governors.</b></li> </ul>	<p>Overtime costs for SS training - £200</p> <p>Story sacks £1,500</p> <p>AP, KS, EW and SLT time to monitor performance - No Cost</p>



<p>To ensure that staff are delivering phonics lessons following guidelines in the Early Years clarity document and developing phonics opportunities within the continuous provision</p>	<ul style="list-style-type: none"> <li>• 90% of children make at least expected progress from their Sept Baseline</li> <li>• Teachers have a consistent approach to learning</li> <li>• reading scores to be at least in line with LA – close the GAP to National figures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly planning sessions with all Early Years staff and EY leader. Martin to join PPA for Rec and Nur.</b></li> <li>• <b>EW to carry out phonics twilight training September 2019.</b></li> <li>• <b>Cluster moderations – look at provision in other settings.</b></li> <li>• <b>Katie D to coach colleagues to ensure that the CP areas are continually updated.</b></li> <li>• <b>EY staff to complete half termly phonics assessments.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drop ins, learning walks and joint planning sessions to monitor and evaluate phonics.</b></li> <li>• <b>Termly JRG meetings.</b></li> <li>• <b>Termly pupil progress meetings.</b></li> <li>• <b>Feedback during phase meetings.</b></li> <li>• <b>Termly monitoring for Governors</b></li> </ul>	<p>Phonics resources</p>
<p>To ensure that children have daily opportunities to take part in 1-2-1, shared or guided reading sessions and reading is promoted in all the continuous provision areas.</p>	<ul style="list-style-type: none"> <li>• 90% of children make at least expected progress from their Sept Baseline</li> <li>• Teachers have a consistent approach to learning</li> <li>• Reading/CLL scores to close the GAP to National figures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly planning sessions with all Early Years staff and EY leader.</b></li> <li>• <b>EW to coach staff on delivery of guided reading sessions peer observations Weekly phase check in meetings to share good practise</b></li> <li>• <b>Cluster moderations – look at provision in other settings</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drop ins, learning walks and joint planning sessions to monitor and evaluate T4W</b></li> <li>• <b>Termly JRG meetings.</b></li> <li>• <b>Termly pupil progress meetings.</b></li> <li>• <b>Feedback during phase meetings.</b></li> <li>• <b>Termly monitoring for Governors</b></li> </ul>	<p>Reading books Story sacks 1500</p>
<p>The indoor and outdoor learning environments will provide a range of open-ended, Reggio Emilia-inspired challenges to further increase the % of children exceeding in the prime and specific areas of learning.</p>				
<p><b>Priority Leader:</b></p>	<p><b>Katie Duckitt</b></p>			
<p><b>Objectives</b></p>	<p><b>Success Criteria</b></p>	<p><b>Specific Actions</b></p>	<p><b>Monitoring arrangements</b></p>	<p><b>Resources</b></p>
<p>To ensure that all the areas in the Early Years promote highly engaged learners in a calm nature-inspired learning environment.</p>	<ul style="list-style-type: none"> <li>• All learning walks and feedback to staff is at least 'good.'</li> <li>• 90% children make at least good progress from their starting points in the prime and specific areas of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HL to attend training on outdoor learning November 2019.</b></li> <li>• <b>KD to attend training on closing the gender gap for 'Active learning.'</b></li> <li>• <b>Weekly planning sessions with all Early Years staff and EY leader.</b></li> <li>• <b>Weekly phase check in meetings to share good practise/complete learning walks.</b></li> <li>• <b>Cluster moderations – look at provision in other settings</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drop ins, learning walks and joint planning sessions to monitor and evaluate T4W</b></li> <li>• <b>Termly JRG meetings.</b></li> <li>• <b>Termly pupil progress meetings.</b></li> <li>• <b>Feedback during phase meetings.</b></li> <li>• <b>Termly monitoring for Governors</b></li> </ul>	<p>£5,000 Natural themes resources indoors and outdoors</p>



<p>Plan a range of open-ended activities which are not prescribed to allow the children to problem solve and exceed the ELGs.</p>	<ul style="list-style-type: none"> <li>• All learning walks is at least 'good.'</li> <li>• 90% children make at least good progress from their starting points in the prime and specific areas of learning.</li> <li>• The % of children who exceed the ELG will increase to be at least in line with the LA.</li> </ul>	<ul style="list-style-type: none"> <li>• HL to attend training on outdoor learning November 2019.</li> <li>• KD to attend training on closing the gender gap for 'Active learning.'</li> <li>• HL to attend the Maths Mastery course (3 day course) - Ongoing.</li> <li>• Nursery to move to a mastery model where patterns and groupings is the focus rather than counting.</li> <li>• Katie D to show other school how to turn Mastery Maths around in an EYFS setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Drop ins, learning walks and joint planning sessions to monitor and evaluate T4W</li> <li>• Termly JRG meetings.</li> <li>• Termly pupil progress meetings.</li> <li>• Feedback during phase meetings.</li> <li>• Termly monitoring for Governors</li> </ul>	<p>£5,000 Natural themes resources indoors and outdoors</p>
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**All children who enter our school below ARE for CLL will make 'good' or better progress.**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>Accurate assessments will be carried out to track the children's attainment and progress.</p>	<ul style="list-style-type: none"> <li>• All children who enter our school below ARE for CLL will make 'good' or better progress.</li> <li>• CLL scores to be at least in line with LA – close the GAP to National figures.</li> </ul>	<ul style="list-style-type: none"> <li>• All children will be screened by the SALT specialist Baseline</li> <li>• All EY staff to liase with SENDCo, traded SALT, and our SALT HTLA to discuss the needs/barriers for the children and discuss next steps.</li> <li>• Specific programs put in place to support the children's speech development.</li> <li>• AP attended SENDco training.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo drop ins with EY leader.</li> <li>• TA drop ins</li> <li>• Termly JRG meetings.</li> <li>• Termly pupil progress meetings.</li> <li>• Feedback during phase meetings.</li> <li>• Termly monitoring for Governors</li> </ul>	<p>Traded SALT  SALT – HTLA  SALT programs</p>
<p>All interactions with staff will promote communication with staff moving learning forwards with next steps.</p>	<ul style="list-style-type: none"> <li>• All children who enter our school below ARE for CLL will make 'good' or better progress.</li> <li>• CLL scores to be at least in line with LA – close the GAP to National figures.</li> </ul>	<ul style="list-style-type: none"> <li>• AP deliver staff meeting on interactions audit and a baseline completed</li> <li>• All EY staff to liase with SENDCo, traded SALT, and our SALT HTLA to discuss the needs/barriers for the children and discuss next steps.</li> <li>• Specific programs put in place to support the children's speech development.</li> <li>• AP to attend SENDCo training.</li> <li>• Polly S to coach and train staff on interactions.</li> <li>• Traded SALT to model and deliver intensive interactions to key staff.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo drop ins with EY leader.</li> <li>• TA drop ins</li> <li>• Termly JRG meetings.</li> <li>• Termly pupil progress meetings.</li> <li>• Feedback during phase meetings.</li> <li>• Termly monitoring for Governors</li> </ul>	<p>Traded SALT  SALT – HTLA  SALT programs</p>

<p><b>The early years is a communication friendly environment which promotes 'every child a talker'</b></p>	<ul style="list-style-type: none"> <li>• All children who enter our school below ARE for CLL will make 'good' or better progress.</li> <li>• CLL scores to be at least in line with LA – close the GAP to National figures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jen Camplin to deliver phase meeting on EY – are we a communication friendly environment?</b></li> <li>• <b>All EY staff to liaise with SENDCo, traded SALT, and our SALT HLTA to discuss the needs/barriers for the children and discuss next steps.</b></li> <li>• <b>EY staff to deliver stay and play sessions based on ECAT</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SENco drop ins with EY leader</b></li> <li>• <b>TA drop ins</b></li> <li>• <b>Termly JRG meetings.</b></li> <li>• <b>Termly pupil progress meetings.</b></li> <li>• <b>Feedback during phase meetings.</b></li> <li>• <b>Termly monitoring for Governors</b></li> </ul>	<p>Traded SALT</p> <p>SALT – HTLA</p> <p>SALT programs</p>
<p><b>The Early Years team will promote 'Parents as partners' and continue to build strong relationships with parents.</b></p>				
<p><b>Priority Leader:</b></p>	<p><b>Katie Duckitt</b></p>			
<p><b>Objectives</b></p>	<p><b>Success Criteria</b></p>	<p><b>Specific Actions</b></p>	<p><b>Monitoring arrangements</b></p>	<p><b>Resources</b></p>
<p><b>The Early Years has secure relationships with parents/carers and are advocates of 'parents as partners.'</b></p>	<ul style="list-style-type: none"> <li>• High engagement of parents in all aspects of the children's learning which in turn will increase:</li> <li>• Attendance at school events/training</li> <li>• Higher proportion of children completing homework including reading</li> <li>• High parental involvement in children's learning journeys</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In house parent support adviser to carry out weekly 'mums and tots' group and training for parents.</b></li> <li>• <b>Parents are identified for support through meetings with the PSA e.g. parents attending training, EHPs etc</b></li> <li>• <b>EY staff to carry out half termly workshops throughout the year</b></li> <li>• <b>Regular celebration meetings to discuss children's progress</b></li> <li>• <b>#30 homework to engage home-school learning.</b></li> <li>• <b>Half termly newsletters.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Staff to carry out termly parent voice surveys.</b></li> <li>• <b>Attendance monitored</b></li> <li>• <b>Teachers to monitor completion of homework tasks.</b></li> <li>• <b>Termly pupil progress meetings.</b></li> <li>• <b>Feedback during phase meetings.</b></li> </ul>	<p>PSA</p>