



Hunslet Carr Primary School
Leeds



Hunslet Carr Primary School

School Improvement Plan

2020-21

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

Total Cost of Plan £26,900

RAG Rated: July 14th 2021

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 2020-21 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
- SEND
- 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.

Focus Area – Leadership				
What Ofsted said in March 2018 <ul style="list-style-type: none"> Leaders and governors have not secured consistently good teaching and learning. 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 				
School Response: <ul style="list-style-type: none"> 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. Improve the leadership of SEND and deliver the outcomes and actions agreed during our SEND Review. 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. 				
Priority Leader: Martin Lumb		Gov Com: Joint Review Group		Link Gov: Jon Hairsine/Clare Davidson
Cost: £6,300				
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.				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
A plan to support the school following the national lockdown is created, implemented and effective over the next 24 months.	<ul style="list-style-type: none"> 90% of lessons, drop-ins and book trawls show that teaching is effective in moving children's learning forward from the post-COVID starting point. Children's SEMH needs are met and they report that they are feeling safe and secure at school. Teacher's SEMH needs and wellbeing is considered and actions put in place to support. 	<ul style="list-style-type: none"> ML, SLT and Governors to produce a recovery plan that will establish the starting points for children's learning and effective techniques on how teachers can support them moving forward. From monitoring of teaching and learning, leaders can quickly establish which classes, groups or children are not making progress from their post-COVID starting point. Individual support, group training or whole school training to take place to address gaps in teaching and learning such as differentiation. PSHE and Mindmate lessons are taught weekly and there are daily circles and exercise. Teaching staff have the opportunity to have 1:1 wellbeing meetings monthly. 	<ul style="list-style-type: none"> The recovery plan to be discussed in the JRG meeting on Tues 24th Nov 2020. The plan to be reviewed half-ternly (or more frequently if needed) by the SLT to ensure it is meeting the needs of the school. The school to take part in activities designed to help it achieve the Healthy School Award. <p>Note added March 18th Despite the lack of monitoring leaders have been able to establish that support for teaching in Cherry and Chestnut classes are the priority at this time.</p> <p>Note added July 14th Support in Cherry and Chestnut classes led to improvements in T&L. Leverage drop-ins took place in the summer to prepare staff for a return to a reasonable level of monitoring in autumn term.</p>	SLT release time is built into the school's budget.

<p>An Assessment and Monitoring Calendar is created that allows Leaders & Governors to monitor T&L.</p>	<ul style="list-style-type: none"> • 90% of lessons, drop-ins and book trawls show that teaching is effective in moving children's learning forward from the post-COVID starting point. 	<ul style="list-style-type: none"> • ML to produce an assessment & monitoring calendar that is shared with teachers and governors by September 25th 2020. • Book Trawls to be undertaken by SLT accompanied by Gov's termly using strategies introduced by Jackie Reid. • Lesson Observations to take place in the summer terms with members of the SLT and SENCo. • Leverage Drop-Ins to take place fortnightly with members of the Phase, SLT and SENCo starting Apr 19th • Learning and Environment walks to take place half-termly with members of the SLT and the SENCo. • Jackie Reid to undertake Deep Dives in different areas of the school termly. <ul style="list-style-type: none"> • Spring = Maths • Summer = Science 	<ul style="list-style-type: none"> • JRG to meet on: <ul style="list-style-type: none"> • Tues 24th Nov 2020 at 5.00 pm • Tues 23rd Mar 2021 at 5.00 pm • Wed 13th Jul 2021 at 5.00 pm • To discuss the standard of T&L from that term and to address any issues from the Monitoring Process. <p>Note added March 18th Despite producing assessment and monitoring calendars, national events have overtaken school systems. No Lesson Obs, Learning Walks or Drop Ins have yet taken place.</p> <p>Note added July 14th Deep Dives, Book Trawls, Leverage Drop Ins all happened in the summer term. This gave us and Jackie Reid a positive overview that T&L was continuing at an effective level despite COVID-19.</p>	<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>ILM Coaching Course £3,000</p>
<p>Implement a system of staff support appraisal so that teaching which is not effective in moving children's learning forward from the post-COVID starting point is established quicker & support is put in place.</p>	<ul style="list-style-type: none"> • 90% of lessons, drop-ins and book trawls show that teaching is effective in moving children's learning forward from the post-COVID starting point. 	<ul style="list-style-type: none"> • ML and SLT to write performance man targets for teachers before 31st October 20. <ul style="list-style-type: none"> • Targets to include focus on QFT and provision for SEND children. • Targets to include the effective teaching of children in your class from their starting points. • All teachers to have their targets set before 13th November. • ML and AHTs to observe teachers in lessons, drop-ins, learning walks, and book trawls as set out in the calendar. • All teachers to have performance man review meetings termly with their AHT. • All staff falling below the targets set will be offered informal support over a 3week period including monitoring, peer support and training. 	<ul style="list-style-type: none"> • JRG to ensure that all staff have had targets set during their Autumn performance management meetings. • JRG and Resource to discuss any staff who are on support plans during their termly committee meetings. • 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. <p>Note added July 14th Teachers' PM targets were reduced this year to supporting children's mental health, maintaining good behaviour in classrooms and providing an effective level of T&L. Our evidence, QA'd with Jackie Reid and LCC, suggests all teachers have achieved these targets.</p>	<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>

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>For all vacant positions on the Governing Board to be filled ASAP.</p>	<ul style="list-style-type: none"> Governors have the capacity to take place in school-based activities. 	<ul style="list-style-type: none"> ML to advertise Parent Governor vacancy in Sept 20'. ML to advertise Co-opted Governor vacancy in Aug 20'. New Parent and Co-opted Governors to be agreed onto the FGB at the 8th Dec meeting. 	<ul style="list-style-type: none"> The Governing Board to have its full complement by Dec 2020. <p>Note added July 14th Clare D has moved from Co-Opt to Parent Governor. Three Co-Opted Governors have been approved by the FGB, although one has since resigned.</p>	<p>Cost of adverts. £500</p> <p>Cost of new Gov training £800</p>
<p>For members of the Governing Board to have the Assessment and Monitoring calendar.</p>	<ul style="list-style-type: none"> Governors are assigned to various tasks in school so that they can speak confidently about standards and outcomes. 	<ul style="list-style-type: none"> ML to share the Assessment/Monitoring calendar with the governors via email by October 16th 2020'. Governors to sign up to In-school monitoring of learning by Oct 23rd 20'. 	<ul style="list-style-type: none"> JRG to review the in-school activity by Gov's in their 24th November meeting and repeated in Spring and Summer. Governors to attend the summarising sessions of safeguarding activity in school undertaken by the Safeguarding team. <p>Note added July 14th Although no in school visits have taken place this academic year, Governors have attended the end of LCC events to hear 1st hand from advisors what they have found in Maths, Science & Budget.</p>	<p>No Cost.</p>
<p>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.</p>	<ul style="list-style-type: none"> Governors have the skills and knowledge to seek the information that will support them to challenge leaders. 	<ul style="list-style-type: none"> The CoG to use the governor's skills audit undertaken to sign post governors for training at the FGB on 8th December 2020. Governors to invite subject leaders, AHT and other staff members in school to committee meetings in order to gain a range of evidence. 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. 	<ul style="list-style-type: none"> Committees to report back to school leaders if information is not being sent. CoG to monitor the number of visits to school and to ensure that governors are present enough to challenge school leaders. <p>Note added July 14th Leaders of the main subjects were invited to the JRG in Summer 1. Several leaders have also had 1:1 meetings with Jackie Reid to prepare them for Ofsted with reports from the meetings shared with LCC and the FGB.</p>	<p>Cost of training £1,000</p>

Focus Area – Attendance, Behaviour and Attitudes				
What Ofsted said in March 2018 <ul style="list-style-type: none"> Behaviour requires improvement because pupils do not always demonstrate positive attitudes to learning. 				
School Response: <ul style="list-style-type: none"> A focus on ensuring that Attendance is at least 96% and the % of PA is below the cluster average. 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. A focus on introducing a new PSHCE curriculum that is more personalised to pupils' needs and helps improve pupil well-being. 				
Attendance Priority Leader: Elisa W Behaviour Priority Leader: Martin L PSHCE Priority Leader: Alec S		Gov Com: Pupil Support	Link Gov: Paul Wray	Cost: £17,400
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
The school to introduce new measures to increase attendance & Punctuality.	<ul style="list-style-type: none"> The attendance % to be above 96%. The number of children arriving at school late reduced by 50%. 	<ul style="list-style-type: none"> EW and LL to review the attendance policy & create an attendance action plan with the LA AIO by 23rd Oct 2020. EW to report to the PSC the current situation with attendance and in particular PAs at their termly meeting. LL to introduce new attendance rewards incentivise good attendance. 	<ul style="list-style-type: none"> PSC to receive attendance reports termly and for issues to be discussed with EW and passed on to LL. Note added March 18th With changes due to the COVID19 & the impact this had on attendance new incentives were not been introduced. Note added July 14th New incentives were attempted in the summer term but the repeated collapse of bubbles has made it difficult to track and award prizes. 	Cost of Attendance rewards. - £1,000
To work with the LA in challenging persistent absence through fast track procedures and gathering evidence for case work.	<ul style="list-style-type: none"> The % of PAs is equal to or less than the cluster average. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> FGB to receive reports that include the outcomes of all court proceedings. Note added July 14th Following extensive work from our attendance officer, a large number of families were placed on fast-track proceedings following the return to school on March 8th. As well as this, a small number of families are now being taken to court for Persistent Absenteeism. 	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
<p>All staff have an understanding of the school's behaviour policy and procedures and that they use restorative strategies to improve children's behaviour,</p>	<ul style="list-style-type: none"> Children, parents and staff report that behaviour has improved through the results of their surveys. 	<ul style="list-style-type: none"> ML to monitor behaviour weekly and for it to be a standing item on the SLT agenda. ML to report to the PSC the current situation with behaviour termly. Parent, Staff and Children surveys to be undertaken at the appropriate time of the year. Behaviour to be a standing item on the leverage drop-in forms that are completed by AHTs and SLT. 	<ul style="list-style-type: none"> FGB and PSC to receive behaviour reports termly and issues discussed. JRG to hear from Jackie Reid, how behaviour was during visits to school. PSC and FGB given reports termly on the children, parents and staff's opinions on behaviour. <p>Note added July 14th On the whole behaviour has been much improved this year and many of the measure in place due to COVID have helped such as children sitting in rows, reduced transitions from carpet to table. We still have a number of children with challenging behaviour but RL has determined which children can return to class and cope and which require an EHCP and a possible move to REACH. Children in Yr5/6 completed the My school, My health survey and Staff continue to complete the OfficeVibe surveys with the school scoring 7.6/10.</p>	<p>AHTs and SLT time to monitor behaviour. No Cost</p> <p>Cost of Trackit Lights. £1,000</p>
<p>All actions put in place to improve the behaviour of a few children are effective.</p>	<ul style="list-style-type: none"> Reports from Jackie Reid, Diane Sutcliffe & Patrick Kelly prove actions in place for children with challenging behaviour are well provided for. 	<ul style="list-style-type: none"> ML to organise for Diane Sutcliffe to visit Restorative Learning to review the actions we have in place for the children with behaviour issues. ML to continue to use the checklist provided by Patrick Kelly when referring children to REACH. ML to report to the PSC the current situation with fixed-term exclusions. 	<ul style="list-style-type: none"> PSC to receive Diane Sutcliffe Behaviour Report at Dec 1st meeting. JRG to hear from Jackie Reid, Steve Dawson or Patrick Kelly how the school is using fixed-term exclusions. <p>Note added July 14th The AIP visited school to observe RL and were impressed and have discussed the model with other primary schools in Leeds. Several children continue to attend REACH but we are happy that we have followed the correct procedures and there are no more options available to us in school.</p>	<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
<p>The school addresses weaknesses in PSHE teaching identified in the Healthy Schools Award.</p>	<ul style="list-style-type: none"> The school achieves Healthy School Status. 	<ul style="list-style-type: none"> JW and EC work through the actions required to achieve the status, such as: <ul style="list-style-type: none"> Introducing healthy packed lunches. Children being able to recognise their emotions and how to calm down. Year 5 and 6 children to undertake the MySchool survey so that we can assess the impact of the PSHE scheme. 	<ul style="list-style-type: none"> PSC to receive report from JW and EC at Dec 1st Meeting on the Healthy Schools Action Plan. 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. <p>Note added March 18th Introducing any new actions to help achieve Healthy Schools Status has been very difficult – leaders are focused on the introduction of RSE in 2021.</p> <p>Note added July 14th With other priorities in school and even within PSHE, we have not begun to introduce activities that will help gain Healthy Schools Status, such as packed lunches. We continue to use the clouds outside of classrooms for children to indicate their mood and work in PSHE has focused on emotions. Children in Yr5/6 completed the My school, My health survey.</p>	<p>PSHE SLA £1,000</p>

Focus Area – Quality of Education – English				
What Ofsted said in March 2018 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Guided Reading is not as effective as whole class reading. • Reading for pleasure • Home reading • The classrooms are not language rich. 				
Priority Leaders: Kate S and Elisa W		Gov Com: Joint Review Group	Link Gov: Clare Davidson	Cost: £3,200
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 that Guided Reading is taught at a consistently good level throughout the school.	<ul style="list-style-type: none"> • Consistently good Guided Reading lessons therefore improved outcomes for children. 	<ul style="list-style-type: none"> • Learning walks around school to identify a baseline for teaching. • Share with staff celebrations and areas for development. • Set up peer observations, team teaching and extra training where needed. 	<ul style="list-style-type: none"> • Monitoring drop-ins half termly with rapid feedback. <p>Note added July 14th With other priorities in school, we have not focused on the introduction and monitoring of GR.</p>	AHTs and SLT time to monitor and set up peer observations. No Cost
To raise the profile of reading for enjoyment in school.	<ul style="list-style-type: none"> • Children are enjoying reading and read more frequently for pleasure. 	<ul style="list-style-type: none"> • Pupil interviews to identify baseline and monitor progress. • Look at the Scholastic reading audit again. Ensure that we are consistently meeting the objectives of the audit. • EW to introduce Hunslet Carr Book Awards. • Invite COVID-safe Book Fairs into school. 	<ul style="list-style-type: none"> • Complete audit review in Autumn 2020. • Conduct pupil interviews. <p>Note added July 14th With other priorities in school, we have not focused on the introduction and monitoring of Reading for Pleasure.</p>	AHTs time to complete the audit. No Cost Introduce Book Awards £500
To raise the profile of reading at home.	<ul style="list-style-type: none"> • Increased fluency due to additional reading at home 	<ul style="list-style-type: none"> • Send letter to parents with a good example of a reading record and to highlight the importance of reading at home. 	<p>Note added July 14th With other priorities in school, we have not focused on the introduction and monitoring of Reading at Home.</p>	No Cost

<p>To increase the number of children who read at home.</p>	<ul style="list-style-type: none"> • Increased fluency due to additional reading at home 	<ul style="list-style-type: none"> • Set up a reward system / initiative for reading at home. 	<p>Note added July 14th With other priorities in school, we have not focused on the introduction and monitoring of Reading at Home.</p>	<p>Introduce Book Awards £500</p>
<p>To plug the gaps in speech and language by becoming a communication friendly school</p>	<ul style="list-style-type: none"> • Improved communication skills and therefore in turn, improved reading and writing skills. 	<ul style="list-style-type: none"> • Go through the audit to become a communication friendly school. 	<ul style="list-style-type: none"> • To continue with audit when possible and safe to do so. <p>Note added July 14th We have begun the process of gaining the accreditation. Staff worked with LCC to complete the initial audit and from there a set of agreed principles has been produced so that there will be a consistent approach to labels and signs around school from Sept 21'.</p>	<p>Cost of Child Friendly Award £2,000</p>
<p>To improve reading fluency and stamina.</p>	<ul style="list-style-type: none"> • Improved reading fluency and stamina. 	<ul style="list-style-type: none"> • Salford Reading Test for baseline. • Track each class's progress through the book bands in the reading scheme and identify children who are falling behind • 1:1 reading at least 3 times a week for every child for 5 minutes • Daily reading fluency practice at the start of each reading lesson 	<ul style="list-style-type: none"> • Analyse data to identify gaps in learning and support staff in closing these through QFT and intervention • Analyse book band trackers and moderate reading attainment • Monitor 5 minute 1:1 readers for regularity • Termly drop-ins to monitor effectiveness of reading fluency during reading lessons <p>Note added July 14th Salford Reading tests were undertaken as a baseline and fluency was added to the curriculum. Need now to reassess to see if fluency has improved.</p>	<p>No Cost.</p>

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"> • In KS1 and KS2 the % of children making expected progress in each prior attainment group is equal to or above the national figure. • Children in each class attain at least the level expected for FFT50 in RW. • 85% of children decrease the gap between their spelling age and their actual age. 	<ul style="list-style-type: none"> • ML, Kate Standish (KS) and Elisa Whitfield (EW) to monitor the standards of English teaching, supported by Steve Dawson and Jackie Reid. • KS, EW and Gary Lumb to provide training on the new Handwriting Clarity Document. • KS and EW to deliver staff meetings to embed changes to the teaching of spelling and phonics in order to equip all staff with the knowledge and understanding of the strategies used to teach it effectively. • KS and EW to ensure consistent implementation of the Handwriting and Talk 4 Writing Clarity Docs in half-termly drop-ins. • The clarity documents to be reviewed and updated following the LA teaching and learning review and in school monitoring. • To introduce weekly spelling tests to monitor the impact of teaching and to identify children who require targeted intervention. 	<ul style="list-style-type: none"> • KS and EW to monitor the implementation and effectiveness of the Handwriting Clarity Document through half-termly learning walks, drop-ins and work scrutiny. • KS and EW to monitor the implementation and effectiveness of the T4W Clarity document through half-termly learning walks, drop-ins and work scrutiny. • KS and EW to collect and analyse spelling test data. Use this to target teaching support and monitor interventions. <p>Note added July 14th All of these were completed and introduced, however the monitoring of the schemes and the impact that they have had on the children has not been to the usual rigorous high standards and will need to be a focus from Sept 21'.</p>	<p>Release time of AHTs to monitor English. - No Cost</p> <p>KS, EW and SLT time to monitor performance. - No Cost</p> <p>Cost of T4W! Class texts. £500</p>

<p>Consistent application of the school's handwriting scheme, beginning in EYFS with the teaching of correct letter formation.</p> <p>Consistent application of the school's spelling scheme.</p>	<ul style="list-style-type: none"> • In KS1 and KS2, the % of children not achieving expected standard due to poor spelling and handwriting to decrease • All children improve their handwriting and demo pride in presentation whenever they write. 	<ul style="list-style-type: none"> • KS and EW to work with other school leaders to monitor the effectiveness of English teaching - repeated termly • 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 • Staff who do not improve during the 3 week period to move onto the next stage in the school's procedures in this area. 	<ul style="list-style-type: none"> • KS and EW to monitor the implementation and effectiveness of the Spelling and Handwriting Schemes through half-termly learning walks, drop-ins, spelling test data and work scrutiny <p>Note added July 14th The monitoring of the schemes and the impact that they have had on the children has not been to the usual rigorous high standards and will need to be a focus from Sept 21'.</p>	<p>Cost of Spelling Shed. £200</p>
<p>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.</p>	<ul style="list-style-type: none"> • Chn who are baselined as 30-50 months developing, achieve GLD. 	<ul style="list-style-type: none"> • EW to ensure consistent implementation of the Handwriting and EYFS Talk 4 Writing Clarity Docs in half-termly drop-ins. • Where teachers are not following the strategies as set out in the clarity documents, EW to give specific feedback to teachers and offer informal support over a 3 week period including a re-monitoring, peer support and training. • The EYFS sections of the English clarity documents to be reviewed and updated following in school monitoring. • EW to work with Communication Friendly Schools to develop a language-rich learning environment within EYFS • EW to work EYFS staff to increase writing opportunities within EYFS. • EW to introduce same day interventions to plug gaps in learning and understanding. 	<ul style="list-style-type: none"> • EW to monitor the implementation and effectiveness of the Handwriting Clarity Document through half-termly learning walks and drop-ins • EW to monitor the implementation and effectiveness of the EYFS T4W Clarity document through half-termly learning walks and drop-ins <p>Note added July 14th The monitoring of the schemes and the impact that they have had on the children has not been to the usual rigorous high standards and will need to be a focus from Sept 21'.</p>	<p>Release time of AHTs to monitor English - No Cost</p> <p>EW and SLT time to monitor performance - No Cost</p>

School Response: Phonics

- Lack of consistency from EYFS to Year 2 in the teaching of Phonics. Different vocabulary, actions and teaching scaffolding are being used.
- Progression expectations through the phrases not clearly defined.
- Assessment of children not rigorous enough to quickly identify gaps in learning.
- No moderation of children's progress in Phonics.
- Monitoring of Phonics teaching is not rigorous enough.
- No clearly defined provision for the children in Year 2 who failed their Phonics Screening Test in Year 2.
- Phonics and home learning not clearly linked.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>To ensure that all staff follow the Letters and Sounds program and that there is consistency in the how Phonics is taught.</p>	<ul style="list-style-type: none"> • 85% of children in Year 1 achieve the expected standard at the end of Yr1. • 95% of children have achieved the expected standard in Phonics by the end of Yr2 	<ul style="list-style-type: none"> • Deliver a staff meeting on the delivery of Phonics to EYFS, KS1 and Year 3 to clarify the expectations and to ensure that all teaching staff are consistent in the vocabulary, actions and lesson structure. • Consistency of Phonics provision throughout school. Staff to deliver lessons where consistent language, actions, scaffolding are being used so that children have consistent Phonics provision throughout school. • Arrange peer observations and support where needed and appropriate. • To send out Phonics homework in EYFS and KS1 • To arrange COVID-safe Phonics workshops for parents so that they can support Phonics learning at home. 	<ul style="list-style-type: none"> • Effectiveness of phonics teaching and interventions monitored through termly drop-in with rapid feedback and follow-ups. • Book Looks will monitor the outcomes in reading and writing. <p>Note added July 14th The monitoring of phonics has been a priority and as a school we are confident that the way we teach phonics is consistent and effective from EYFS to Yr2. School has sought advice from Steve Dawson (LCC) around the teaching of phonics in 2021-22 due to Letters and Sounds being taken off the Gov's approved schemes list. As a school we are intending to write our own scheme based on the best practice of our school and current research.</p>	<p>AHTs and SLT time to monitor and set up peer observations. No Cost</p>

<p>Children to be individually assessed half termly so that any issues can be quickly addressed and they not fall behind their peers.</p>	<ul style="list-style-type: none"> • 85% of children moving through the phases in line with their peers as stated in the Phonics progression document. 	<ul style="list-style-type: none"> • Assessments to be completed half-termly. Results on assessment tracker sheet. Phonics Team to collect and explore provision of children falling behind ARE. • Baseline assessments and tracker sheet completed by Nov 2020. • Tracker sheets analysed by Phonics Team and mini Phonics PPMs to discuss children falling behind or moving on. • Reports to be produced by Phonics Team for SLT inspection. • Children who failed Screening test in Y2 to catch up with peers so that they do not fall further behind in reading and spelling. • Set up tracking system so that all teachers are aware which children failed their test and what their gaps in learning are. • To investigate and roll out a structured program that will fill in the children's gaps in learning, ensuring that they continue to make progress in reading. • Provide training for Yr 3 staff to ensure phonics teaching is consistent with EYFS and KS1. • Include Year 3 Phonics on monitoring timetable. • Include Year 3/4 in the assessment process for Phonics (just the children who failed). • Year 3 Phonics training in staff meeting. • SENIT Intervention training by phonics specialist Rachael Haigh (RH) for all support staff across the school. 	<ul style="list-style-type: none"> • Phonics Team to analyse data and hold mini PPMs. • Phonics Team to drop-in on lessons and scrutinise work. • Phonics Team to observe interventions and offer support. • Arrange peer observations and support where needed and appropriate. • Phonics Team to monitor the interventions in place and check on the progress of those children at the next assessment. <p>Note added July 14th Although we are confident that teaching is effective from EYFS to Yr2, more work needs to be doing in Yr3/4. There also needs to be a more rigorous approach to the tracking of the phonics data so that children who are falling behind are recognised quickly and intervention put in place.</p>	<p>AHTs and SLT time to monitor and set up peer observations. No Cost</p> <p>Training for TAs No Cost</p>
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<p>During the half termly Phonics assessment hand in, Phonics Team to check the application of Phonics skills by reading with children in relation to the phase they have been assessed at. The application of Phonics skills in writing to also be moderated.</p>	<ul style="list-style-type: none"> • % of children achieving the expected standard for their year group increases. • 	<ul style="list-style-type: none"> • The week after tracking grids are handed in, Phonics Team to choose a selection of children from differing groups for moderation. This to be done with Teachers and TA's in mini PPM. • Teachers and the school will be confident in judgements made. • Phonics Team will be able to quickly identify any areas for development, leading to the provision for children being altered accordingly and progress being made. • Reports to be produced by Phonics Team for SLT inspection. 	<ul style="list-style-type: none"> • Phonics Team to look at children's writing during learning walks (described below). • Half termly moderations beginning November 2020. • Phonics Team to choose phonically decodable books in line with the phase children are working in and assess their reading ability in relation to Phonics. <p>Note added July 14th There also needs to be a more rigorous approach to the tracking of the phonics data so that children who are falling behind are recognised quickly and intervention put in place.</p>	<p>AHTs and SLT time to moderate judgements. No Cost</p>
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Focus Area – Quality of Education - Maths				
What Ofsted said in March 2018				
<ul style="list-style-type: none"> The teaching of problem-solving and reasoning is inconsistent. This limits pupils' ability to reach the higher levels in maths. 				
School Response:				
<ul style="list-style-type: none"> Improve progress and attainment in Maths in KS2. While maintaining the improvements to Reasoning in Maths across school, improve the teaching of Arithmetic / Times Tables. A mastery approach to the teaching of maths in EYFS. 				
Priority Leaders: Charlie S		Gov Com: Joint Review Group		Cost: £8575
Improve progress and attainment in Maths in KS2.				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>Improve progress and attainment in Maths in KS2.</p>	<ul style="list-style-type: none"> 85% of children make at least expected progress in all year groups in Maths In KS2 the % of children making expected progress in each prior attainment group is equal to or above the national figure Children in each class attain at least the level expected for FFT50 in M 	<ul style="list-style-type: none"> All teachers consistently understand how maths is taught. NQTs trained on Fri 25th Sept. RL teachers trained on Fri 9th Oct. Children have daily Fluent In Five and improvements seen in test scores each half term FinF Staff meeting, 29th Sep FinF start week beg 14th Sep, Scores from tests sent to CS every Fri. Analyse FinF scores to see % achieving 75% or more. Arithmetic tests aken before Fluent In Five as a pre-assessment and then four weeks after to see the impact of them. CS to lead booster groups for target groups of Year 6 pupils throughout the year to prepare for KS2 SATs. Pupils improve their reasoning through the use of a maths journal. Pupils improve easoning skills through discussions and conversations so by end of Yr6 they are at EXS CS updates Maths clarity document detailing: weekly timetabling 	<ul style="list-style-type: none"> Maths lesson drop-ins completed termly alongside lesson observations/ supportive leverage drop ins. Fluent In Five drop ins to happen at least once a half-term. Every Friday, teachers send their Fluent In Five scores to CS for analysis. Arithmetic tests are taken before Fluent in Five as a preassessment and then again fourweeks later to see impact Monitoring of Fluent In Five in maths journal done at least twice half-termly. Monitoring of maths journals done on a termly basis by CS and book trawls. <p>Note added July 14th All of these were completed and introduced, however the monitoring of the schemes and the impact that they have had on the children has not been to the usual rigorous high standards and will need to be a focus from Sept 21'.</p>	<p>Release time for Maths leader – No Cost</p> <p>MNP! Website and HUB subscription Textbooks and workbooks MNP Tests Total of £8000</p> <p>Fluent In Five costs - No cost after initial resource bought and created by CS last year</p> <p>Braining Camp subscription £375 (\$495)</p> <p>TT Rockstars & NumBots Subscription £200</p>

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>While maintaining the improvements to Reasoning in Maths across school, improve the teaching of Arithmetic and Times Tables.</p>	<ul style="list-style-type: none"> All teachers have a consistent clear understanding of how maths is taught. All children across KS1/2 accessing daily Fluent In Five activities and improvements are seen in the arithmetic test scores each half term. Children in KS2 improve their times tables knowledge. Children in KS1 improve their number bonds knowledge. Pupils improve their reasoning through the use of a maths journal Pupils improve their reasoning skills through discussions and conversations so that by the end of Year 6 they are at the nationally expected level. 	<ul style="list-style-type: none"> Pupils in Y1-6 have opportunities to journal most days. There is a range in the types of journaling opportunities provided All children encouraged to answer questions in full sentences Members of the EYFS team attend Early Years Maths Mastery That children from Y1-6 all have opportunities to communicate / discuss their maths work during "In Focus" & "Guided Practice" Additional training for new and returning staff led by CS – still need to train BH Where teachers are not following the clarity documents, CS to give specific feedback and offer informal support including a re-monitoring, peer support and training by CS or relevant AHT. Staff who do not improve during the 3 week period to the schools procedures in this area. Children in KS2 are all given TT Rockstars logins to work on their times tables Children in KS1 and Reception are all given NumBots logins to work on their number bonds. CS arrange Xtables competitions with other local schools Year 3 & 4 to focus on times tables in preparation for the Year 4 Xtable Test 	<ul style="list-style-type: none"> Monitoring of maths across school led by CS. Regular half-termly drop in. Maths lesson drop-ins completed termly alongside lesson observations / supportive leverage drop ins. Monitoring of maths journals done on a termly basis by CS and book trawls. 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. 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 re-monitoring, peer support and training by CS. Staff who do not improve during the 3 week period to the schools procedures in this area. <p>Note added July 14th All of these were completed and introduced, however the monitoring of the schemes and the impact that they have had on the children has not been to the usual rigorous high standards and will need to be a focus from Sept 21'.</p>	<p>See Costs in Section 1</p>

A mastery approach to the teaching of maths in EYFS.				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>Use a Mastery approach to the teaching of mathematics in EYFS</p>	<ul style="list-style-type: none"> • Staff in EYFS have an understanding of what mastery maths looks like and how to teach it • Pupils are taught with a mastery approach • Pupils are encouraged to make connections between numbers • Pupils are encouraged to speak and answer in full sentences 	<ul style="list-style-type: none"> • Members of EYFS team attend or have previously attended Mastery Maths training through local maths HUB to ensure understanding of mastery maths – organised for after Christmas • Staff who receive Mastery Maths training lead on sharing their expertise with rest of EYFS team • Pupils in EYFS are taught through a Mastery approach – focus on numbers a week, number stories, use of resources and manipulatives etc. • Members of EYFS team/AHT contribute to the reviewing of EYFS section of maths clarity document • Maths lead undertakes termly drop-ins to EYFS to check what maths looks like alongside EYFS AHT and/or Mastery trained staff – organised for Fri 11th Dec alongside EW • Maths lead regularly discusses what maths looks like in EYFS with EYFS AHT / Mastery trained staff • Develop number bonds knowledge and understanding through maths lessons and use of NumBots website/app 	<ul style="list-style-type: none"> • Checking of maths planning by EYFS AHT and Mastery trained staff • Half-termly planning checks by Maths lead • Termly drop-ins/obs by Maths lead <ul style="list-style-type: none"> • Maths lead to do half-termly checks on use of NumBots and if it is being maximised. <p>Note added July 14th All of these were completed and introduced, however the monitoring of the schemes and the impact that they have had on the children has not been to the usual rigorous high standards and will need to be a focus from Sept 21’.</p>	<p>Maths Mastery Group – No cost</p>

Focus Area – Quality of Education – Wider Curriculum				
What Ofsted said in March 2018				
<ul style="list-style-type: none"> 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. 				
School Response:				
<ul style="list-style-type: none"> Develop an effective wider curriculum at HCPS. Development of subject leadership to ensure the curriculum is implemented consistently throughout HCPS. Subject leadership is to be developed to ensure a distributive leadership model and staff progression is maintained. 				
Priority Leaders: Matthew Farley		Gov Com: JRG		Link Gov: JRG
Cost: Nil				
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"> All teachers to be aware of which topics they are teaching and at what time of year. Teachers to be aware of the new organisation of topic timetabling. Teachers are able to teach lessons which relate to the topic weeks which have been predetermined. 	<p>Teachers and SLs must:</p> <ul style="list-style-type: none"> Teachers must follow the curriculum documents they have been given for their year group and topic. Teachers must create a series of lessons around their topic. Teachers must relate the lessons to the predetermined topic weeks. <p>To aid this, Matthew Farley will:</p> <ul style="list-style-type: none"> Lead inset which will state the direction for our wider curriculum. Produce documents with SLT which will detail the curriculum areas of coverage and objectives. Create a curriculum which flows in chronological order. 	<ul style="list-style-type: none"> Staff meetings delivering new curriculum schemes. Regular drop in and book trawls WCL, SLT and SLs. Compare these to work in their books to ensure things have been covered. Topic book trawls in staff meetings as well as looking at the planning segments of the topic booklets. Trawls of other floorbooks and art books to ensure they had been covered alongside SLs. <p>Note added July 14th All of these were completed and introduced, however the monitoring of the wider curriculum and the impact that it has had on the children has not been to the usual rigorous high standards and will need to be a focus from Sept 21'.</p>	<p>Release time for WC Leader and SLs. No Cost</p> <p>Topic booklets</p> <p>Meetings with SLT</p> <p>Previous Topic Booklets</p> <p>National Curriculum</p>

<p>Teachers to lead their subjects with support and guidance.</p>	<ul style="list-style-type: none"> • SL will create an action plan which will detail: • Intent • Implementation • Impact (of previous years) • And their actions on a working document. • The production of policy documents. 	<p>Teachers and SLs must:</p> <ul style="list-style-type: none"> • SLs will develop a strategic plan for the year ahead. • This will detail what is needed to ensure the subject is running correctly moving forward. • 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. • Teachers to complete their policy documents <p>To aid this, Matthew F will:</p> <ul style="list-style-type: none"> • Provide areas of understanding and support when developing action plans. This must include information for: • Auditing • Curriculum • Subject knowledge • Resources • Curriculum materials 	<ul style="list-style-type: none"> • Support SLs to develop their action plan. • Action plans to be sent to myself at regular intervals: • First completion; • At the end of the first half-term; • After their second subject release time; • Evaluated goals after the first term; • The cycle would then restart for the second term • Be available for support and regularly email SLs regarding their subject every half term. • Prior to staff meetings read through and aid their presentations; offering support when needed. • Co-aligning their updated action plans alongside evidence, book trawls and emails which detail this. <p>Note added July 14th Matthew has worked with some SLs on these aspects but not all. Unfortunately SL dedicated time has not be a routine feature this academic year so much of this has either: Been done after school / weekends Been done by Matthew Farley Not been done. This will need to be a focus for Sept 21'.</p>	<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>Teachers to understand progression to aid assessment from Y1-Y6 in their subject.</p>	<ul style="list-style-type: none"> • Teachers to create a document which details the progression in their subject. • This information will be fed back to other teachers to enhance their understanding of their subject. 	<p>Teachers and SLs must:</p> <ul style="list-style-type: none"> • Teachers complete the document which details what is expected in each year group. • Use the example progression document to help inform the progression. • Observe lessons and book trawls to develop an understanding of progression at HCPS. <p>To aid this, Matthew F must:</p> <ul style="list-style-type: none"> • Provide exemplar progression documents to develop a further understanding of subject progression. • Provide opportunities for staff to observe lessons and conduct book trawls in school. • Conduct a staff meeting to introduce the progression documents for staff/or email the agenda and documents alongside a chit sheet. 	<ul style="list-style-type: none"> • Check the sheets to see if there is progression throughout the year groups. • Ensure it matches our school's intent, barriers and needs. • Conduct book trawls and student interviews with SLs to ensure they work. • Support and help develop the delivery of a staff meeting. • Ensure the formative assessment matches the key lines of a subject on both the sheets and on O-Track. <p>Note added July 14th Despite the difficulties, we have maintained a broad and balanced curriculum. Topic booklets have been used to aid planning and progression and children have engaged in quality learning activities as shown by the work in books/floor books. Unfortunately, observations, peers observations and book looks have not been possible. This will need to be a focus for Sept 21'.</p>	<ul style="list-style-type: none"> • SI Release Time • WCL Release Time • HCPS Progression Document Template • Progression Document Example
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<p>Subject leaders to take main role in developing topic booklets and policy documents.</p>	<ul style="list-style-type: none"> • Subject leaders to distribute their curriculum areas effectively on the spr and sum documents. • Evaluate previous term's topic weeks to observe the impact and problems that have arisen with the topic weeks in relation to their subjects. • Create a policy relating to their subject which co-aligns with our wider curriculum. • 	<p>Teachers and SLs must:</p> <ul style="list-style-type: none"> • Teachers to complete a WC evaluation on the previous term's topic week and documents. • SL to distribute the key themes within the curriculum documents which is then to be passed on to teachers. • Teachers to plan using the curriculum documents stated above. <p>To aid this, Matthew F must:</p> <ul style="list-style-type: none"> • Spr. (and then Sum) Curriculum documents to be passed on to SL to complete. • Aut. (and then Sum) To be given as an exemplar document. • SL to work with WC lead to ensure these have been completed correctly. • Example policy document is provided to SL as a guide. • Support the process of creating a policy document relating to their subject. 	<ul style="list-style-type: none"> • Provide guidance with the curriculum documents. • Monitor the progress of the documents. • Send out the documents once correlated with the previous term. • Retrieve and redistribute once weeks completed by teachers so SL can undertake the role of monitoring the documents & their subjects. • Support with this process. • Support and check policy document creation process. • Ensure the subheadings are consistent across the documents. • Ensure they relate to the school's intent. <p>Note added July 14th Matthew has worked with some SLs on these aspects but not all. Unfortunately SL dedicated time has not be a routine feature this academic year so much of this has either: Been done after school / weekends Been done by Matthew Farley Not been done. This will need to be a focus for Sept 21'.</p>	<ul style="list-style-type: none"> • SI Release Time • WCL Release Time • Policy Document Examples • Previous Topic Term Documents Completed
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Focus Area – SEND

What our SEND Review said in Feb 2019

- The school have not responded rapidly enough to the significant amount of research that has taken place in the recent past on the role of the TA. The compelling need to modernise and update the use of this significant resource may indicate the need for a fundamental review of the way the school utilises its delegated SEND funding such that value for money is achieved.

School Response:

- Engaged with Patrick Kelly, the SEND Reviews author, Jackie Reid, governors and staff to write a plan to modernise our approach to SEND.
- To recruit a new SENCo to lead the changes needed to the SEND provision.
- Undertake a process by which the TAs will be restructured to provide the support required for our children.

Priority Leader: Donna Bedlow Gov Com: Pupil Support Link Gov: Clare Davidson Cost:

Improve the leadership of SEND and deliver the outcomes and actions agreed during our SEND Review.

Objectives	Objectives	Objectives	Objectives	Objectives
<p>New SENCo to know the children with SEND at Hunslet Carr Primary School</p>	<p>DB to have a established relationships with identified children and families.</p> <p>DB will have an understanding of the targets/ outcomes outlined in supports plans.</p> <p>DB will be clear what is required to be in place in the classroom for all children with SEND to reach their potential.</p> <p>Consistent universal provision will be evident in all classrooms.</p> <p>Parents will know who to contact in school and have the relevant contact details.</p>	<p>DB/EB to look at current SEND register and data for each cohort (70 aprx)</p> <p>DB read all relevant documentation that surrounds each child & explore ways to make more efficient / effective</p> <p>DB observe children with SEND in all classes to see what is currently in place to best support children needs.</p> <p>DB send a newsletter to parents/carers of children with SEND and giving relevant contact details.</p> <p>DB/EB to be available on the Play ground on designated days, introductions can be made with relevant parents.</p> <p>DB/EB to hold termly SENCo surgery (coffee mornings) for teachers and parents to drop in for support advise.</p> <p>DB/EB to follow up with a phone call to parents/carers following parents/carers calls. This is on top of, termly review meetings where the parents are involved.</p>	<p>DB/EB to hold staff SEND review meetings in the Autumn term</p> <p>DB to regularly meet with AHTs to review IBP's, ICP's, RA's, children on reduced time tables.</p> <p>DB/SLT to conduct book trawls in staff meetings as well as looking at the planning - Specific differentiation to be evident for SEND children.</p> <p>DB/EB/PP to conduct termly drops on intervention sessions.</p> <p>Note added July 14th Donna used the autumn term to learn about the SEND register and the needs of the children on there. This means she now has an excellent grasp of how we are meeting the needs of all children. There are areas such as the communication with parents/carers that because of COVID-19 has taken a less prominent role and we expect this to return to normal in Sept 21'.</p>	<p>Release time teachers to attend SEND meetings/reviews/peer observations with a focus on best practise.</p> <p>Release time for teachers/TAs to attend training for the needs of specific children with other professionals e.g.</p> <ul style="list-style-type: none"> • DAHIT • STARS • School nursing team • SALT • EP • SENIT <p>SEND resources and equipment.</p> <p>Weekly meetings with AHTs</p> <p>Weekly meetings with SLT and inclusion team.</p> <p>SENCo CPD – Networks meetings and training accessed via Leeds Learning Platform.</p>

<p>Promote inclusive practice in Quality First Teaching (QFT)</p>	<p>Happy, resilient, independent children across school.</p> <p>Confident teaching staff who have a clear understanding of their responsibility and accountability for the progress and development of ALL the children in their class.</p> <p>Well, resourced classrooms – consistent universal provision across year groups and phases.</p> <p>All children with SEND making at least expected progress.</p>	<p>DB/EB to observe lessons/lesson drops – Is the universal provision consistent across year groups and phases?</p> <p>DB/EB to conduct book looks with a focus on children with SEND.</p> <p>DB conduct a staff audit to assess knowledge, skills and training needs.</p> <p>Where required DB to advise how to differentiate learning for children with SEND – offer support with planning.</p> <p>DB to offer opportunities for peer observations where good practise can be shared.</p> <p>DB to offer staff support/training and advice from other professionals that we have access to – SALT, Educational Psychologist, and Autism lead practitioners.</p> <p>DB/JR/EB deliver differentiation staff meeting.</p>	<p>DB/SB/EB to hold staff SEND review meetings in the Autumn term.</p> <p>DB to meet weekly/fortnightly with AHTs to review IBP's, ICP's, RA's, children on reduced time tables.</p> <p>DB/SLT to conduct book trawls in staff meetings as well as looking at the planning - Specific differentiation for SEND children.</p> <p>DB/SB/EB/PP to conduct termly drops on intervention sessions.</p> <p>Note added July 14th Donna used the autumn term to learn about the provision in classrooms for children on the SEND register; making slight adjustments for their needs. Staff training, following an audit, that included the opportunity to peer observe is something we expect to see in Sept 21'.</p>	<p>Release time teachers to attend SEND/meetings/reviews/peer observations</p> <p>Release time for teachers/TAs to attend training for the needs of specific children with other professionals</p> <ul style="list-style-type: none"> • DAHIT • STARS • SALT • SENIT <p>SEND resources and equipment</p> <p>Weekly meetings with AHTs</p> <p>Weekly meetings with inclusion team</p> <p>SENCo CPD – Networks meetings and training accessed via Leeds Learning Platform</p>
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<p>Develop a transition plan for new SENCo</p>	<p>DB/SB develop a weekly mentoring plan for Autumn 2</p> <p>DB/SB to devise a long term and medium term plan that includes statutory deadlines for SENDIF, EYFFI, FFI, IEP reviews, EHCP annual reviews</p> <p>DB to feel confident leading the inclusion team and have an understanding statutory guidance.</p>	<p>SB handover to DB during Autumn 2. Use a list of questions/things you need to find out from the consultant SENCo. Get a list of all contacts – agencies and the names of the people in the agencies and their roles. Get telephone numbers and emails.</p> <p>Meet key people during Autumn 1 and 2 to talk things through:</p> <ul style="list-style-type: none"> • ML – ensure I have time to undertake this post and position within SLT. • EP – go through the pupils who have Education, Health and Care Plans • AIP • The local ASD (Autism) Advisory Support Service – STARS • SEND Contact in the Local Authority. • SEND governor <p>DB to read key legislation:</p> <ul style="list-style-type: none"> • The Children and Families Act (2014) • The Special Educational Needs and Disability Code of Practice: 0-25 years (2014, updated 2015) • The SEND Regulations (2014) • The Equality Act (2010) <p>DB to check that the school's Information Report and the school's SEN Policy are on the school website.</p> <p>DB to find out what the budget for SEND is. Is there a way of establishing how effective the spending on SEND has been?</p>	<p>SB to meet with DB every Tuesday during Autumn 2.</p> <p>DB to have had an introduction with all key people either face to face, via Zoom or telephone before the end of Autumn 2.</p> <p>DB to attend termly SEND network meeting to share good practise and discuss any changes to statutory guidance.</p> <p>DB/ML/EB ensure SEND policy is up to date and accessible on the school website.</p> <p>DB to meet with office manager to discuss annual SEND budget</p> <p>Note added July 14th Donna used the autumn term to learn from SB and to ensure that there was an effective transition between the two SENCos.</p>	<p>Weekly meetings with SLT and inclusion team.</p> <p>SENCo CPD – Networks meetings and training accessed via Leeds Learning Platform.</p>
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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 so that children are prepared for KS1.
- The indoor and outdoor learning environments will provide a range of activities that are differentiated to cater for all developmental needs.
- Early writing skills are developed effectively to increase the % of children achieving GLD.
- To develop Growth Mindset in Early Years.

Priority Leader: Elisa Whitfield Gov Com: Joint Review Group Link Gov: Claire Davidson Cost: £1,500

A consistent approach to the teaching of early reading and writing is in place so that children are prepared for KS1.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<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"> • 90% of children make at least expected progress from their Sept Baseline • Teachers have a consistent approach to learning • Reading/CLL scores to be at least in line with LA – close the GAP to National figures. 	<ul style="list-style-type: none"> • Set up 1:1 reading for all children to be completed at least 3X a week. Daily for those struggling. • Daily guided reading sessions in Autumn 2. • Reading staff meetings, looking at early reading skills and potential barriers. • Peer observations to observe good practice. • Reading books and opportunities for reading in all areas of provision. • Topic and reading linked to promote reading for purpose and enjoyment. • Bedtime story books sent home for parents to share stories at home. • Introduction of book band progress chart. • Create a reading area outside with a range of books and opportunities to read. • Reading as part of T4W to be developed. 	<ul style="list-style-type: none"> • Drop ins, learning walks and joint planning sessions to monitor and evaluate reading • Half termly mini pupil progress checks. • Termly pupil progress meetings. • Monitoring of book band progress chart. <p>Note added July 14th Elisa has ensured that Reading is prioritised in EYFS. As you can see from the amount of Green many of the actions have been put into practice. Next steps will focus on staff training and peer observations as well as ensuring that reading takes place in the areas of provision.</p>	<p>Reading books A new range of non-fiction guided reading books. Books related to topic.</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"> • 90% of children make at least expected progress from their Sept Baseline • Teachers have a consistent approach to learning <p>Reading scores to be at least in line with LA – close the GAP to National figures.</p>	<ul style="list-style-type: none"> • Planning scrutiny to ensure consistency in teaching phonics. • RH to train TAs in Phonics and Phonics interventions. • Peer observations within EY and KS1 to share good practice. • EY staff to complete half termly phonics assessments. • Staff to use AFL to identify and target children who are struggling. • Targeted interventions to ensure that children keep up. • Virtual Phonics workshops for parents. • Phase meetings / training to evaluate practice. <p>Introduce focussed phonics groups where all chn apply their phonics learning daily.</p>	<ul style="list-style-type: none"> • Drop ins, learning walks and joint planning sessions to monitor and evaluate phonics. • Half termly mini pupil progress checks. • Termly pupil progress meetings. <p>Note added July 14th Elisa has ensured that Phonics is prioritised in EYFS. As you can see from the amount of Green many of the actions have been put into practice. Next steps will focus on staff training and peer observations as well as ensuring that parents and carers understand how and why we use phonics and what they can do at home to support.</p>	<p>Phonics resources</p>
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The indoor and outdoor learning environments will provide a range of open-ended, challenges to further increase the % of children exceeding in the prime and specific areas of learning.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>Ensure that areas of provision provide levelled activities that ensure all ability needs are catered for and therefore all children are making progress.</p>	<ul style="list-style-type: none"> • All learning walks is at least 'good.' • 90% children make at least good progress from their starting points in the prime and specific areas of learning. • The % of children who exceed the ELG will increase to be at least in line with the LA. 	<ul style="list-style-type: none"> • Phase meetings to share good practise/complete learning walks. • Weekly planning meeting with all • Gap-Strength-Analysis to be completed after assessments to then use to plan provision. • Children's assessments to be used to level activities. To be indicated on planning. 	<ul style="list-style-type: none"> • Drop ins, learning walks and joint planning sessions to monitor and check provision • Half termly mini pupil progress checks. • Termly pupil progress meetings. <p>Note added July 14th With the focus on Reading and Phonics this is an area that has not been prioritised in EYFS. Although this does not mean that children are not engaged in effective learning in the areas of provision. Our next steps will focus on staff training, sharing good practice and monitoring the use of the areas to ensure that learning is being moved forward.</p>	<p>£5,000 Natural themes resources indoors and outdoors</p>

<p>To ensure that all the areas in the Early Years promote highly engaged learners in a calm learning environment.</p>	<ul style="list-style-type: none"> • All learning walks and feedback to staff is at least 'good.' • 90% children make at least good progress from their starting points in the prime and specific areas of learning. 	<ul style="list-style-type: none"> • Weekly planning sessions with all Early Years staff and EY leader, following the 'Observation', 'Assessment' and 'Planning' cycle. • Peer audits and observations of provision. • Create clearly defined areas outside that focus on different areas of development as indicated by assessments. 	<ul style="list-style-type: none"> • Drop ins, learning walks and joint planning sessions. • Termly pupil progress meetings. • Termly monitoring for Governors <p>Note added July 14th With the focus on Reading and Phonics this is an area that has not been prioritised in EYFS. Although this does not mean that children are not engaged in effective learning in the areas of provision. Our next steps will focus on staff training, sharing good practice and monitoring the use of the areas to ensure that learning is being moved forward.</p>	<p>Resources to develop the environment - £5000</p>
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Early writing skills are developed effectively to increase the % of children achieving GLD.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>To ensure that staff are following the T4W guidelines in the Early Years clarity document.</p>	<ul style="list-style-type: none"> • 90% of children make at least expected progress from their Sept Baseline • Teachers have a consistent approach to learning • Children are familiarised with the talk for writing approach from their entry to Nursery. • Writing / reading scores to be at least in line with LA – closing the GAP to National figures. 	<ul style="list-style-type: none"> • EY leader to monitor planning and drop into lessons. • Weekly meetings to share good practise. • Focussed writing groups introduced so that all children are writing every day. • Peer observations to observe good practice. • T4W training delivered to all staff so that everyone is aware of the guidelines. • Moderation of writing to ensure progress and consistency. • Introduce objective led planning for Topic and Writing. To link both and ensure coverage and progression. 	<ul style="list-style-type: none"> • Drop ins, learning walks and joint observations to monitor and evaluate T4W. • Half termly mini pupil progress checks. • Termly pupil progress meetings. <p>Note added July 14th Elisa has ensured that Writing is prioritised in EYFS. As you can see from the amount of Green many of the actions have been put into practice. Next steps will focus on peer obs, moderation and staff training to ensure consistency across EYFS.</p>	<p>Overtime costs for training - £200</p> <p>KS, EW and SLT time to monitor performance - No Cost</p>

<p>Accurate assessments will be carried out to track the children's attainment and progress.</p>	<ul style="list-style-type: none"> All children who enter our school below ARE for CLL will make 'good' or better progress. CLL scores to be at least in line with LA – close the GAP to National figures. 	<ul style="list-style-type: none"> All children will be screened by the SALT specialist Baseline 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. Specific programs put in place to support the children's speech development 	<ul style="list-style-type: none"> SENDCo drop ins with EY leader TA drop ins Half termly mini pupil progress checks. Termly pupil progress meetings. <p>Note added July 14th SALT has continued as normal this year and children continue to receive the same high-quality intervention that they have in the past.</p>	<p>Traded SALT</p> <p>SALT – HTLA</p> <p>SALT programs</p>
<p>The early years is a communication friendly environment.</p>	<ul style="list-style-type: none"> All children who enter our school below ARE for CLL will make 'good' or better progress. CLL scores to be at least in line with LA – close the GAP to National figures. 	<ul style="list-style-type: none"> Leeds Communication Friendly Schools team to audit the environment and deliver training to all staff. School to engage in gaining Leeds Communication Friendly Status. 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. Begin learning and using Makaton within the setting. Increase the use of visuals to support vocabulary development. 	<ul style="list-style-type: none"> SENDCo drop ins with EY leader TA drop ins Half termly mini pupil progress checks. Termly pupil progress meetings. Monitoring of progress towards gaining Leeds Communication Friendly Status. <p>Note added July 14th We have begun the process of gaining the accreditation. Staff worked with LCC to complete the initial audit and from there a set of agreed principles has been produced so that there will be a consistent approach to labels and signs around school from Sept 21'.</p>	<p>Traded SALT</p> <p>SALT – HTLA</p> <p>SALT programs LCCF SLA</p>
<p>To develop Growth Mindset in Early Years.</p>				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p>To develop the Growth Mindset ethos in Early Years. To promote and develop the Characteristics of Effective learning through Growth Mindset.</p>	<ul style="list-style-type: none"> Children are resilient, persevere and have a Growth Mindset towards all areas of the curriculum. Children have excellent learning attitudes and therefore a higher % of children achieve GLD. 	<ul style="list-style-type: none"> Ensure classrooms have a pit. Teach lessons explaining what this is. Create a set of effort descriptors that are linked to the Characteristics of Effective Learning (CoEL). Include lessons around Growth Mindset and the CoEL. 	<ul style="list-style-type: none"> Pupil interviews Pupil progress meetings <p>Note added July 14th Elisa has ensured that children in EYFS have an excellent attitude to learning; showing resilience and pride in all that they do.</p>	<p>Cost of characters for CoEL.</p>