



**Hunslet Carr Primary School
Leeds**



Hunslet Carr Primary School School Improvement Plan 2020-22

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

Total Cost of Plan £137,500

RAG Rated: 12th Jan 2022

Introduction

This **School Improvement Plan** has been written following the completion of the school's **SEF** and the writing of the **School Development Plan**. Initially it aimed to detail the actions the school would put in place over 2020-21 to address the issues identified in the SEF and Development plan, however due to COVID-19 this time frame has been extended to 2022 to allow the leaders time to implement the changes and for impact to be seen.

This School Improvement Plan is broken down into the same sections as the Development Plan and here you will find information relating to how we intend to improve the following areas of school between 2020 and 2022:

- 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: £53,000
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 update the COVID recovery plan, including how the school was to spend the in-school, tutoring funding (£21,700).• The plan to be available on the school's website from 11th October 21'.• From monitoring of teaching and learning, leaders quickly establish which classes, groups or children are not making progress from their post-COVID starting point.<ul style="list-style-type: none">• Positivity Walks – Wk Beg 27th Sep• Book Trawls – Wk Beg 11th Oct• T4W Deep Dive – Wed 13th Oct• ECT formal observations - ongoing• Children with SEMH needs identified and supported through therapists from Impact North.• 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.• Impact North to provide Supervision for Staff dealing with children with SEMH needs.	<ul style="list-style-type: none">• The recovery plan to be discussed in the JRG meeting on Tues 19th Oct 2021.• The plan to be reviewed half-termly (or more frequently if needed) by the SLT to ensure it is meeting the needs of the school.• The work of Impact North to be discussed at the Pupil Support Committee on Tues 16th Nov 2021• The school to take part in activities designed to help it achieve the Healthy School Award. <p>Catch Up / Recovery Plans are in place and moving forward.</p> <p>We were able to carry out all of the planned monitoring in Autumn and are moving forward with Teaching Buddies in Spring.</p>	<p>SLT release time is built into the school's budget.</p> <p>Cost of CCU teachers in school. GL - £22,000 JL - £15,000</p> <p>Cost of Impact North £10,000</p>

<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 27th 2021. <ul style="list-style-type: none"> • Positivity Walks – Wk Beg 27th Sep • Book Trawls – Wk Beg 11th Oct • T4W Deep Dive – Wed 13th Oct • ECT formal observations - ongoing • 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 Nov 1st 2021. • Learning and Environment walks to take place half-termly with members of the SLT and the SENCo. 	<ul style="list-style-type: none"> • JRG to meet on: <ul style="list-style-type: none"> • Tuesday 19th Oct • Thursday 20th Jan 2022 • Tuesday 15th Mar 2022 • Tuesday 5th July 2022 • To discuss the standard of T&L from that term and to address any issues from the Monitoring Process. <p>We were able to carry out all of the planned monitoring in Autumn and are moving forward with Teaching Buddies in Spring.</p> <p>Leverage Drop-Ins have been put on hold due to Omicron. Discussing with SLT when to begin these again.</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. £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 30th Nov 21. <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. • Targets to include the improvement in one of the eight identified areas of effective teaching. • 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 5 week period including monitoring, peer support and training. • Staff falling below the targets set after the 5 weeks of support will move to formal level of support from SLT. 	<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 5 week or formal support plan within the first week of the plan. <p>PM targets have been set for all teaching staff and mid-year meetings will take place in March.</p> <p>Non-Teaching Staff – Performance Management Targets have not been set but Hayley S (New SBM) will be working with Donna and Elaine to set this up with the hope it will be in place by the end of the Spring term.</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
For all vacant positions on the Governing Board to be filled ASAP.	<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 21'. ML to advertise Co-opted Governor vacancies in autumn 21'. New Parent and Co-opted Governors to be agreed at the next available FGB meeting. 	<ul style="list-style-type: none"> The Governing Board to have its full complement by Mar 2021. <p>We have one new Co-Opt Govs who is a secondary school teacher. We are still struggling to recruit a parent/carer governor.</p>	<p>Cost of adverts. £200</p> <p>Cost of new Gov training £800</p>
For members of the Governing Board to have the Assessment and Monitoring calendar.	<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 27th September 2021. Governors to sign up to In-school monitoring of learning during committee meetings that are focused on various aspects of school. 	<ul style="list-style-type: none"> JRG to review the in-school activity by Gov's in their 19th Oct 2021 meeting and repeated in Spring and Summer. Governors to attend the summarising sessions of any external quality assurance activity (in person or via Zoom) 	No Cost.
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.	<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 2021. 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>At the moment the information is being sent 7 days in advance.</p>	Cost of training £1,000

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 PSHE Priority Leader: Matthew F		Gov Com: Pupil Support	Link Gov: Paul Wray	Cost: £28,000
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">Attendance % to be above the National Average (will change weekly given the impacts of COVID19).The number of children arriving at school late reduced by 50%.	<ul style="list-style-type: none">LL to be comparing HCPS weekly attendance with the National Average and informing SLT when HCPS falls below this figure.LL to report to the PSC the current situation with attendance and in particular PAs at their termly meeting.LL to introduce new attendance rewards to 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.<ul style="list-style-type: none">Tuesday 18th Nov 2021Tuesday 19th Apr 2022 <p>Currently 92.9% compared to 92.7% nationally.</p> <p>Need to prioritise children arriving Late.</p>	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.LL to report to the PSC the outcomes of all legal proceedings.	<ul style="list-style-type: none">PSC to receive reports that include the outcomes of all court proceedings. <p>Families have been taken to court and fined.</p> <p>Legal paperwork is being followed up.</p>	Cost of Attendance SLA with LA. £2,500

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"> Children, parents and staff report that behaviour has improved through the results of their surveys. 	<ul style="list-style-type: none"> ML to update the school's behaviour policy in light of changes to KCSIE by Sept 6th 2021. All staff to have read, understood and to be using the school's behaviour policy/procedures by Sept 20th 2021. 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>Behaviour in the main continues to be good 98% Green on Trackit Lights.</p> <p>12 children causing significant issues in Yr4-6 and disrupting learning.</p> <p>Leverage drop-ins not taking place at the moment</p>	<p>AHTs and SLT time to monitor behaviour. No Cost</p> <p>Cost of Trackit Lights. £2,000</p> <p>Cost of OfficeVibe £2,500</p>
All actions put in place to improve the behaviour of a few children are effective.	<ul style="list-style-type: none"> External Quality Assurance of the school's behaviour procedures show that actions are effective. 	<ul style="list-style-type: none"> ML to organise for Restorative Learning to be externally QA in the autumn term of 2021, to ensure that it is still meeting the needs of the children. ML to organise for an SEND review to be completed by Patrick Kelly in the spring/summer of 2022 to demonstrate the impact of changes since 2019. ML to report to the PSC the current situation with fixed-term exclusions. 	<ul style="list-style-type: none"> PSC to receive external QA reports of the school's behaviour. JRG/PSC to receive the SEND report from Patrick Kelly <p>Need to consider how we cope with the children who went to REACH, have come back done RL, tried to transition, not successful.</p>	<p>Cost of Sending Children to REACH £6,000 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 school addresses weaknesses in PSHE teaching identified in the Healthy Schools Award.	<ul style="list-style-type: none"> The school achieves Healthy School Status. 	<ul style="list-style-type: none"> EC and MF work through the actions required to achieve the status so that the school achieves the status by July 2022, 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 termly reports from EC and MF. PSC to receive reports from EC and MF with results from the MySchool survey so that they can understand the challenges faced by the Yr5/6 children. <p>Work with Matthew and Elizabeth to see how we can move forward with Healthy School award now Ofsted is in the past.</p>	PSHE SLA £1,000

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: Reading, Writing & Phonics: Elisa W Phonics: Joanna R		Gov Com: Joint Review Group	Link Gov: Clare Davidson	Cost: £4,000
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
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"> • Redesign and develop the school library by Sept 20th and classes to begin using the library again. • Classes visit the library once a fortnight to change their school library book. • The school library to continue to subscribe to the Leeds Schools Library Service and access their resources. • Staff to have recommended reading boxes in their classroom reading corners by Sept 20th. • Each class to visit Hunslet Learning Hub (the renamed Library) once each term, so that children are aware of where it is and what is available. • Reading TeePees to be placed around school to provide quiet reading spaces for children. • COVID-safe Book Fairs to visit school termly. • Published authors to visit the school where possible. 	<ul style="list-style-type: none"> • As part of her report to the JRG, EW provides updates on the school's use of the library, book fairs and authors. • EW to conduct pupil interviews to find out their attitudes to Reading and what they would want to see. <p>Trips to Hunslet Learning Hub How effective is our library</p>	AHTs time to complete the audit. No Cost Furniture in the library. £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"> • Each child to be given a book bag and Reading Record by Sept 20th 2021. • Letter to Parents/Carers to explain how to complete the Reading Record sent by Sept 27th 2021. • COVID-safe Book Fairs to visit school termly. 	<ul style="list-style-type: none"> • As part of her report to the JRG, EW provides updates on home reading and the impact of measures used to promote this. • EW to conduct pupil interviews to find out their attitudes to Home Reading and what they would want to see. 	Cost of Book Bags and Reading Records. £500
To plug the gaps in speech and language by becoming a communication friendly school	<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 by July 2021' 	<ul style="list-style-type: none"> • As part of her report to the JRG, EW provides updates on becoming a communication friendly school. 	Cost of Child Friendly Award £2,000
To improve reading fluency and stamina.	<ul style="list-style-type: none"> • Improved reading fluency and stamina. 	<ul style="list-style-type: none"> • Salford Reading Test for baseline undertaken October 2021. • EW to analyse data to identify gaps in learning and support staff in closing these through QFT and intervention. • Track each class's progress through the book bands in the reading scheme and identify children who are falling behind. • EW analyse book band trackers and moderate reading attainment. • 1:1 reading at least 3 times a week for every child for 5 minutes. • Monitor 5 minute 1:1 readers for regularity. • Daily reading fluency practice at the start of each reading lesson. • EW termly drop-ins to monitor effectiveness of reading fluency during reading lessons. 	<ul style="list-style-type: none"> • As part of her report to the JRG, EW provides data updates. 	No Cost.

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
To ensure that our approaches to the teaching of writing are leading to 70% of children achieving ARE.	<ul style="list-style-type: none">• In KS1 and KS2 the % of children achieving ARE is at least 70%	<ul style="list-style-type: none">• Following the termly monitoring calendar, EW to monitor the standards of T4W teaching, supported by Steve Dawson and Jackie Reid.• EW and GL to provide training on the new Handwriting Clarity Document before Sept 20th 2021.• GL and EW to ensure consistent implementation of the Handwriting scheme week beg 4th Oct 2021.• EW & JR to ensure consistency in T4W teaching compared to the T4W Clarity Docs week beg 4th Oct 2021.• 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">• As part of her report to the JRG, EW provides updates on the school's teaching of T4W! Handwriting and Spelling.	<p>Release time of AHTs to monitor English. - No Cost</p> <p>EW and SLT time to monitor performance. - No Cost</p> <p>Cost of T4W! Class texts. £500</p>
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.	<ul style="list-style-type: none">• All children improve their handwriting and demonstrate pride in presentation whenever they write.	<ul style="list-style-type: none">• GL and EW to ensure consistent implementation of the Handwriting scheme week beg 4th Oct 2021.• Where teachers are not following the strategies as set out in the clarity documents, EW and GL to give specific feedback to teachers and offer informal support over a 5-week period including a re-monitoring, peer support and training• Staff falling below the targets set after the 5 weeks of support will move to formal level of support from SLT.	<ul style="list-style-type: none">• As part of her report to the JRG, EW provides updates on the school's Handwriting scheme.	<p>Cost of Spelling Shed. £500</p>

<p>To ensure that our approaches to the teaching of T4W! are leading to chd making expected progress 70% achieving GLD in EYFS.</p>	<ul style="list-style-type: none"> • Chn who are baselined as not causing concern go on to achieve GLD at the end of EYFS. 	<ul style="list-style-type: none"> • EW to ensure consistent implementation of the EYFS Talk 4 Writing Clarity Docs following the schools monitoring calendar. • 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 5-week period including a re-monitoring, peer support and training. • 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"> • As part of her report to the JRG, EW provides updates on the school's approach to T4W! in EYFS. <p>Training to all staff who need it on T4W!</p>	<p>Release time of AHTs to monitor English - No Cost</p> <p>EW and SLT time to monitor performance - No Cost</p>
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School Response: Phonics

- Lack of consistency from EYFS to Yr 2 in teaching of Phonics. Different vocabulary, actions & 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.

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
To ensure that all staff follow the school's Phonic program consistently.	<ul style="list-style-type: none">• 70% of children in Year 1 achieve the expected standard at the end of Yr1.• 70% of children have achieved the expected standard in Phonics by the end of Yr2	<ul style="list-style-type: none">• EW and JR to work with Steve Dawson to ensure that the school's phonic program meets the DfE's criteria during a deep dive July 2021.• EW and JR to formalise the school's approach to the teaching of phonics in a clarity document written before Sept 6th 2021.• EW and JR to deliver a staff meeting on the delivery of Phonics to EYFS, Yr1,2,3 and 4 to clarify the expectations from the phonic clarity document and to ensure that all teaching staff are consistent in the vocabulary, actions, lesson structure.• Following monitoring of phonic lessons in Sept 2021, EW and JR to arrange peer observations and support where needed/appropriate.• EW & JR to record Phonic workshops for parents/carers in before Nov 21' using Loom so that they can support Phonics learning at home.• EW and JR to ensure consistent implementation of the Phonic Clarity Docs following the schools monitoring calendar.• Staff falling below the targets set after the 5 weeks of support will move to formal level of support from SLT.	<ul style="list-style-type: none">• As part of her report to the JRG, EW and JR to provide updates on the school's approach to the teaching of phonics.	AHTs and SLT time to monitor and set up peer observations. No Cost

<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. • 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. • Set up tracking system so that all teachers are aware which children failed their test and what their gaps in learning are. • Children who failed Screening test in Y2 to catch up with peers so that they do not fall further behind in reading and spelling. • Provide training for Yr3/4 staff to ensure phonics teaching is consistent with EYFS and KS1. • Include Yr 3/4 Phonics on monitoring timetable. • Include Yr 3/4 in the assessment process for Phonics (just the children who failed). • SENIT Intervention training by phonics specialist Rachael Haigh (RH) for all support staff across the school. 	<ul style="list-style-type: none"> • EW and JR to provide updates to the Headteacher and Governors on the progress children are making against ARE within phonics. 	<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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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: £13,000
Improve progress and attainment in Maths in KS2.				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
To ensure that our approaches to the teaching of Maths (MNP!) leads to 70% of children achieving ARE.	<ul style="list-style-type: none">In KS1 and KS2 the % of children achieving ARE is at least 70%	<ul style="list-style-type: none">Following the termly monitoring calendar, CS to monitor the standards of MNP! teaching, supported by JR.CS to provide training on MNP! and FiF to new staff before Sept 27th 2021.CS to ensure consistent implementation of MNP! and FiF scheme week beg 4th Oct 2021.Scores from FiF tests sent to CS every Fri.CS to analyse FiF scores to see which classes are achieving 70% or more.Where teachers are not following MNP! and FiF strategies as set out in the clarity documents, CS to give specific feedback to teachers and offer informal support over a 5-week period including a re-monitoring, peer support and training.	<ul style="list-style-type: none">As part of his report to the JRG, CS provides updates on the school's teaching of MNP! & FiF.	Release time of AHTs to monitor Maths. - No Cost Cost of MNP! £12,000 Braining Camp £500 TTRockstars & Numbots £500
While maintaining the improvements to Reasoning in Maths across school, improve the teaching of Arithmetic and Times Tables.				
While maintaining the improvements to Reasoning in Maths across school, improve the teaching of Arithmetic and Times Tables.	<ul style="list-style-type: none">70% of all children in Yr4, 5 and 6 would pass the Yr4 Multiplication Check.70% if all children pass their FiF tests weekly.	<ul style="list-style-type: none">Children in KS2 given TTRockstars acc & KS1 given Numbot accounts.CS to provide incentives for children to engage daily with the programCS to organise inter-school competitions in Yr4 time tables – look into logistics/covid for doing with other schools. Will organise a HCPS one this term.	<ul style="list-style-type: none">Monitoring of TTR and NB programs by CS to check which classes are accessing regularly.As part of his report to the JRG, CS provides updates on the school's teaching of timestables. Year 4 Rockbattles to boost performance + KS1 Numbotting	

A mastery approach to the teaching of maths in EYFS.				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
Use a Mastery approach to the teaching of mathematics in EYFS	<ul style="list-style-type: none"> 70% of all children in EYFS achieve GLD at the end of Reception. 	<ul style="list-style-type: none"> Following EYFS Maths Mastery training for all teachers in EYFS in 2020-21, children in EYFS in 2021-22 are taught through a Mastery approach – focus on numbers a week, number stories, use of resources and manipulatives etc – <i>training for Sam on Wed 19th Jan?</i> Following the termly monitoring calendar, CS to monitor the standards of Mastery teaching in EYFS, supported by JR. Where teachers are not following a Mastery approach to Maths, CS to give specific feedback to teachers and offer informal support over a 5-week period including a re-monitoring, peer support and training. 	<ul style="list-style-type: none"> As part of his report to the JRG, CS provides updates on the school's teaching of Mastery Maths. 	Maths Mastery Group No cost

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: £9,000
Develop an effective wider curriculum at HCPS.				
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">Children access a broad curriculum that includes all foundation subjects.	<ul style="list-style-type: none">MF to work with AHTs to ensure that topics in 2021-22 meet the needs of HCPS children post-COVID before July 2021.MF to work with subject leaders to ensure that all subjects have a policy, scheme of work, progression map and timetabling.MF to show the status of each individual subject on an Ofsted preparedness document.MF to create the draft versions of the autumn topic booklets for teachers to use on the July planning day before July 2021.ML to provide cover for all teachers to attend planning days.AHTs to support teachers to use the topic booklets to plan lessons that meet the learning objectives covered in the National Curriculum, following the school's progression documents in July 2021, Dec 2021 and Mar 2022.Following the termly monitoring calendar, MF and Subject Leaders	<ul style="list-style-type: none">As part of his report to the JRG, MF provides updates on the school's teaching of the wider curriculum.Over the course of 2021-22, various subject leaders to report to the school's governing board via the JRG. <div>Roll out the assessment systems for the wider curriculum subjects</div>	<div>Release time of Subject Leaders to monitor their subjects. £2,000</div> <div>Cost of Topic Booklets. £2,500</div>

		to monitor the standards of work in the Topic Journals.		
Subject Leaders to lead their subjects with the support and guidance of our Wider Curriculum Lead.	<ul style="list-style-type: none"> • Subject Leaders develop their ability to lead a subject across the whole school. 	<ul style="list-style-type: none"> • MF to work with subject leaders to ensure that all subjects have a policy, scheme of work, progression map and timetabling. • MF to work with subject leaders to develop an effective way to assess the work undertaken in their subject by July 2022. • MF to support JR (Spanish), GL (Computing) and PS (Music) in delivering staff meetings to prepare the staff team for the introduction of their subject. • Following the termly monitoring calendar, MF and Subject Leaders to monitor the standards of work in the Topic Journals. 	<ul style="list-style-type: none"> • As part of his report to the JRG, MF provides updates on the school's teaching of the wider curriculum. • Over the course of 2021-22, various subject leaders to report to the school's governing board via the JRG. 	Cost of introducing Spanish, Computing and Music. £4,500
Teachers to understand progression to aid assessment from EYFS -Y6 in their subject.	<ul style="list-style-type: none"> • Subject Leaders develop their ability to lead a subject across the whole school. 	<ul style="list-style-type: none"> • MF to work with subject leaders to ensure that all subjects have a progression map that details the skills and knowledge expected in each year group. • MF and Subject Leaders monitor the standards of work in Topic lessons and journals while comparing the work to the progression documents. 	<ul style="list-style-type: none"> • As part of his report to the JRG, MF provides updates on the school's teaching of the wider curriculum with specific regard to whether children in subsequent year groups are learning skills and knowledge in line with the school's progression document. 	

Focus Area – SEND				
What our SEND Review said in Feb 2019 <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: £2,000
Improve the leadership of SEND and deliver the outcomes and actions agreed during our SEND Review.				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
SENCo to understand the needs of the SEND children at HCPS.	<ul style="list-style-type: none">DB to develop effective relationships with parents/carers and the children on the SEND register.	<ul style="list-style-type: none">DB and EB to work together to update the SEND register each term.DB and EB to have a file for each child on the SEND register with the relevant paperwork available.DB and EB to meet with class teachers to discuss the SEND needs in their new class by Sept 20th 2021.DB to meet AHTs once a month to discuss the children with SEND in their phase.Following the termly monitoring calendar, DB and AHTs to monitor the provision in place for the SEND and the standard of QFT in meeting their needs.DB and EB to hold termly reviews for children on the SEND where the views of parents and carers are sought and listened to.	<ul style="list-style-type: none">As part of her report to the PSC, DB provides updates on the school's SEND register.	

<p>Promote inclusive practice in Quality First Teaching (QFT)</p>	<ul style="list-style-type: none"> • All children with SEND making at least expected progress as measured on B². 	<ul style="list-style-type: none"> • Following the termly monitoring calendar, DB and AHTs to monitor the provision in place for the SEND and the standard of QFT in meeting their needs. • DB and EB to conduct a staff survey to audit their knowledge and skills in providing for the SEND children in their class. • DB to use the results of the staff survey to arrange training to support staff in meeting the needs of the SEND children in their class. • DB to set up peer-peer support in order to share good practice in QFT meeting the needs of the SEND children. • DB to set up training for teachers of children with SEND with specific agencies such as: <ul style="list-style-type: none"> • DAHIT • STARS • SALT • SENIT • Where teachers are not providing QFT that meets the needs of their SEND children, DB to give specific feedback to teachers and offer informal support over a 5-week period including a re-monitoring, peer support and training. 	<ul style="list-style-type: none"> • As part of her report to the PSC, DB provides updates on which children are not providing a good level of QFT. • Chair of Governors (CoG) to be informed of any staff who are on a 5 week or formal support plan within the first week of the plan. <p>Staff Survey of SEND skills, knowledge and experience</p> <p>Peer support to share good practice</p>	<p>Cost of SEND training. £2,000</p>
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Focus Area – Early Years Foundation Stage				
What Ofsted said in March 2018 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 				
Priority Leader: Elisa Whitfield		Gov Com: Joint Review Group	Link Gov: Claire Davidson	Cost: £37,500
Early writing skills are developed effectively to increase the % of children achieving GLD.				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
To ensure that our approaches to the teaching of writing are leading to 70% of children achieving GLD.	<ul style="list-style-type: none"> In EYFS the % of children achieving GLD is at least 70% 	<ul style="list-style-type: none"> Following the termly monitoring calendar, EW to monitor the standards of T4W teaching in EYFS, supported by Steve Dawson and Jackie Reid. EW and GL to provide training on the new Handwriting Clarity Document before Sept 20th 2021. GL and EW to ensure consistent implementation of the Handwriting scheme week beg Nov 1st 2021. EW & JR to ensure consistency in T4W teaching compared to the T4W Clarity Docs week beg 4th Oct 2021. EW and ML, following the termly monitoring calendar observe the extension of writing in the areas of provision. Where teachers are not following the T4W! process, EW to give specific feedback and offer informal support over 5-weeks. 	<ul style="list-style-type: none"> As part of her report to the JRG, EW provides updates on the school's teaching of T4W! in EYFS. The CoG is made aware of any teacher who is requiring 5-weeks of informal support within the 1st week of the support being used. 	Release time of AHTs to monitor English. - No Cost EW and SLT time to monitor performance. - No Cost Cost of T4W! Class puppets and resources for AoP. £500

<p>Accurate assessment of writing carried out to track the children's attainment and progress.</p>	<ul style="list-style-type: none"> • In EYFS the % of children achieving GLD is at least 70% 	<ul style="list-style-type: none"> • EW to introduce the new system of assessment in EYFS in 2021-22, whereby children are either No Concerns (NC) (likely to achieve GLD) or Concerns (C) (will need intervention to achieve GLD or might not achieve GLD) • Training to take place before Nov 2021. • Following training, moderation of writing within school and between schools to ensure consistency of assessment. • Children who are C to access focused writing groups to help support progress from Nov 21'. • Children who are C in Writing to be discussed in teacher/support staff morning meetings from Nov 21'. • Where children are C and it is clear that even with intervention they are unlikely to achieve GLD, EYFS staff will liaise with SENCo, traded SALT, and our SALT HLTA to discuss the needs/barriers for the children and discuss next steps and from that interventions will be put in place to meet their needs. 	<ul style="list-style-type: none"> • As part of her report to the JRG, EW provides updates on the % of children NC in writing and therefore likely to achieve GLD. <p>Moderation activities in our school and across schools</p>	<p>Traded SALT £27,000</p>
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A consistent approach to the teaching of early reading is in place so that children are prepared for KS1.				
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
To ensure that children have opportunities to take part in daily reading sessions.	<ul style="list-style-type: none"> 70% of children achieve GLD in Reading by the end of EYFS. 	<ul style="list-style-type: none"> Following the termly monitoring calendar, EW to monitor the standards of teaching in Reading and Phonics in EYFS, supported by Steve Dawson Nov 10th 2021'. EW to provide training on the Reading Clarity Document with regards to EYFS in autumn term staff meetings. EW and JR to ensure consistent implementation of the Reading scheme and phonic scheme following the school's monitoring calendar. Consistency applies to: <ul style="list-style-type: none"> 1:1 reading for all children 3X a week. Daily guided reading sessions in Autumn 2. EW and ML, following the termly monitoring calendar observe the extension of reading and phonics in the areas of provision. Where teachers are not following the Reading/Phonic schemes, EW to give specific feedback and offer informal support over 5-weeks. Support to include: <ul style="list-style-type: none"> Peer observations to observe good practice. 	<ul style="list-style-type: none"> As part of her report to the JRG, EW provides updates on the % of children NC in reading and therefore likely to achieve GLD. Reports to the JRG from Steve Dawson and other external agencies. 	Cost of Reading Books. £5,000

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>To ensure that across the areas of provision (indoors and outdoors) gaps in the children's learning are addressed.</p>	<ul style="list-style-type: none"> • 70% of all children achieve GLD in all areas of learning. 	<ul style="list-style-type: none"> • Following the termly monitoring calendar, EW to monitor learning within the areas of provision. • EW to provide training on meeting children's needs within provision to all staff using the book Interacting or interfering as a basis in autumn 2 of 2021. • EW to ensure consistent implementation of adult support in the areas of provision following the CPD in autumn 2 of 2021. • Children who are C are discussed in teacher/support staff morning meetings from Nov 21', with the aim of deciding how their needs will be met in provision. • Weekly planning sessions with all EYFS staff address gaps in learning and meet these through planned activities in provision. 	<ul style="list-style-type: none"> • As part of her report to the JRG, EW provides updates on the % of children NC in all areas of learning and therefore likely to achieve GLD across the board. 	<p>Natural themes resources indoors and outdoors £5000</p>