



**Hunslet Carr Primary School  
Leeds**



# **Hunslet Carr Primary School School Improvement Plan 2023-24**

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

Total Cost of Plan £???,???

Written: ??/??/??

## Introduction

This **School Improvement Plan** has been written following the completion of the school's **SEF** and the writing of the **School Development Plan** for 2022-26.

It has been written in such a way that the actions planned here are the first steps towards where the school aims to be at the end of the academic year 2025-26.

This School Improvement Plan is broken down into the same sections as the Development Plan and here you will find the actions we intend to take to improve the following areas of school between 2023 and 2024:

- Leadership
- Behaviour and Attendance
- 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.

<b>Focus Area – Leadership</b>				
<b>What Ofsted said in November 2021</b> <ul style="list-style-type: none"><li>• Leaders are passionate about raising aspirations for the children in their care</li><li>• Leaders have a strong, clear vision of what children at HCPS need so they are well prepared for life after school</li><li>• Leaders are ambitious about the knowledge and skills they want pupils to develop during their time at this school</li><li>• Governors work well with leaders and have a clear understanding of the school's strengths and priorities</li><li>• Leaders have established a strong culture of safeguarding in this school</li></ul>				
<b>Where we will be in 2026</b> <ul style="list-style-type: none"><li>• Ofsted grade is Outstanding – July 2026</li><li>• To be considered a beacon of good practice locally and across the UK</li><li>• For school leaders to seek out support from HCPS leaders for various areas of school improvement</li><li>• Leaders and teachers to be nominated for national teaching awards</li><li>• Leaders and teachers ask to present at educational conferences or write articles for educational journals</li></ul>				
<b>How we will begin to get there</b> <ul style="list-style-type: none"><li>• Improve the quality of teaching and learning across the school, so that teachers are consistently teaching lessons that prepare children for the next stage of their education</li><li>• Improve the quality of leadership decision making by embedding a coaching approach across the leadership teams</li><li>• Improve the governorship of the school through governors continuing to have an active role within the school.</li></ul>				
<b>Priority Leader: Martin Lumb</b>		<b>Gov Com: Teaching and Learning</b>	<b>Link Gov: Jon Hairsine</b>	<b>Cost: £12,000</b>
<ul style="list-style-type: none"><li>• Improve the quality of teaching and learning across the school, so that teachers are consistently teaching lessons that prepare children for the next stage of their education</li></ul>				
<b>Objectives</b>	<b>Success Criteria</b>	<b>Specific Actions</b>	<b>What we hope to achieve by this...</b>	<b>Resources</b>
<b>To improve the consistency of teaching across all phases of the school</b>	<ul style="list-style-type: none"><li>• 90% of all monitoring shows that teaching is effective in moving children's learning forward from their Sept 23 Start</li></ul>	<ul style="list-style-type: none"><li>• Before Oct half-term, Martin to research methods of Lesson Study from sites such as the Chartered College of Teaching to update our model of lesson study</li><li>• Before Dec holiday, the SLT to use Lesson Study research to decide on the best way to organise teachers into Triads</li><li>• Using the school's Teaching and Learning policy agree the method for assessing the effectiveness of teaching</li><li>• During Staff Meeting time in Jan/Feb teachers meet in their Triads to plan and assess lessons that have been taught</li><li>• Teaching Triads to produce a two page essay describing what the process has taught them about effective teaching and learning and how they will use that</li></ul>	<p>For the last few years, I have been trying using the Learning Imperative book by Burns and Griffiths and the TLAC book by Lemov to get teachers to want to improve their teaching skills but it always seems to get pushed away by the day to day need of teaching your class and managing their behaviour / SEMH needs</p> <p>Hopefully a condensed half-term of focused improvement will have more of an impact on teaching standards</p>	<p>SLT Time</p> <p>Staff Meetings</p> <p>HLTA cover for Lessons</p>

<p>To ensure that there is a robust, reliable but reasonable system of monitoring in place</p>	<ul style="list-style-type: none"> <li>• Quality Assurance by the LA shows that leaders recognise when teaching is effective and when it is not</li> </ul>	<ul style="list-style-type: none"> <li>• In 2<sup>nd</sup> half of autumn term, the SLT to carry out a deep dive on the school's reading curriculum – gathering evidence to assess the quality of teaching and learning</li> <li>• In the 1<sup>st</sup> half of the spring term, Liz Brook to carry out a deep dive on the school's reading curriculum to compare her view of the teaching standards to the SLTs</li> <li>• In the 2<sup>nd</sup> half of the spring term, Liz Brook joins at Maths book look to assess the standards of learning taking place in Maths, compared to the view that has been formed by the SLT</li> <li>• In the 2<sup>nd</sup> half of the summer term, SLT to discuss with Liz Brook the appropriate level of monitoring needed to form an accurate view of standards while supporting teacher's wellbeing</li> <li>• In the 2<sup>nd</sup> half of the spring term, a professional associated with Talk 4 Writing to visit the school and assess the school's current delivery of the programme</li> </ul>	<p>We are two years on from our successful inspection</p> <p>Monitoring has taken place but it has been light-touch and supportive</p> <p>Quality assurance of this kind will give leaders and governors an indication if their assessments align with what would be considered effective practice in other schools</p>	<p>T4W Deep Dive £1500</p> <p>School Improvement Advisor Time</p> <p>SLT Time</p>
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#### Improve the quality of leadership decision making by embedding a coaching approach across the leadership teams

Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
<p>Leaders on the school's main leadership team make better decisions more often</p>	<ul style="list-style-type: none"> <li>• Objectives on the areas of the School Improvement Plan that they lead on are met and have made a difference</li> </ul>	<ul style="list-style-type: none"> <li>• By Wed, 20<sup>th</sup> Sept members of the SLT have brought a first draft of their 23-24 School Improvement Plan to the first session of group coaching</li> <li>• SLT members attend monthly group coaching sessions where they take part in activities that are designed to hold each other accountable for their areas in school</li> <li>• Gap tasks set within group coaching sessions are completed before the next meeting and make a difference to the areas of the school that leaders work in</li> <li>• Within group sessions Alex Bell introduces several techniques that can help members of the leadership team when they are stuck with a problem</li> <li>• SLT members are aware of the comments from their phase on Officevibe and respond appropriately where needed</li> </ul>	<p>For several years the SLT team have had bi-monthly coaching sessions with Alex focused on them as an individual and the areas of the school they individually lead</p> <p>While this has led to improvements in individuals, the next step for the team is to grow together. Each member of the team brings something different and I want group coaching to be a space where each person benefits from the insight of the group</p>	<p>Cost of Coaching £12,000</p>

Leaders on the school's main leadership team prioritise positivity	<ul style="list-style-type: none"> <li>Metrics on OfficeVibe that measure leadership improve over the course of 2023-24'</li> </ul>	<ul style="list-style-type: none"> <li>During the autumn term ML leads three SLT meetings based on the document Leading with Love from the Aspire Trust</li> <li>During the three sessions SLT to look at the framework and how interactions with children, parents and staff should be guided by the framework moving forward</li> <li>SLT to undertake the benchmarking session in the first SLT meeting on this topic</li> <li>SLT to retake the benchmarking activity at the end of the autumn, spring and summer terms to check for impact</li> </ul>	While I have focused on relationship for the entirety of my headship, colleagues change and move on and relationships change over time. This training will remind the SLT of the principles that I want to drive our leadership style	SLT Time
<b>Improve the governorship of the school; and ensure that governors continue to lead an active role within the school,</b>				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
Governors are more aware of what it feels like to be a child at this school	<ul style="list-style-type: none"> <li>Governors to each attend one school event over the course of the academic year</li> </ul>	<ul style="list-style-type: none"> <li>ML to ensure that all governors receive the monthly school newsletter, an email each half term detailing upcoming events and a section in the Headteacher report at FGB with information about future events</li> <li>A section added to the end of the FGB meeting where governors put themselves forward to attend certain events</li> <li>A section added to the end of the FGB where governors who attended events can feedback on their experience</li> </ul>	<p>At this moment in time, Governors attend meetings and some with key strategic roles visit leaders in school</p> <p>This is a very top down view of the school and it would be beneficial for Governors to be able to view the school from the point of view of the children</p>	Gov's Time
Subject Leaders attending T&L committee	<ul style="list-style-type: none"> <li>Governors can speak confidently about standards and outcomes and site evidence they have gathered</li> </ul>	<ul style="list-style-type: none"> <li>ML to ask one or two subject leaders to attend the spring and summer term Teaching and Learning Governors meetings so that Governors can hear first - hand about the standards in the wider curriculum areas of the school</li> <li>Subject Leaders to prepare a 2-page document to accompany their presentation at the meeting which includes an S plan of their subject since our last Ofsted inspection</li> </ul>	<p>For Governors to have a better understanding of what is being taught/learnt in the wider curriculum subjects</p> <p>Subject leaders to gain confidence and practise in speaking to an external audience about their subject</p>	Subject Leader Time

Focus Area – Attendance & Behaviour				
What Ofsted said in November 2021				
<ul style="list-style-type: none"><li>Children are nurtured from the moment they step into this school community</li><li>Staff have high expectations of behaviour. Consequently, children behave well in lessons and during social times</li><li>School is calm and orderly with children engaged in learning, as seen 98% green; 1% red</li><li>Despite Covid’s impact, attendance was almost at the national average</li><li>The constant and continuing work done with the small group of persistent absentees was recognised. The inspector felt reassured school would not give up pursuing every avenue, to get children into school; seeking advice from the local authority</li></ul>				
Where we will be in 2026				
<ul style="list-style-type: none"><li>OFSTED grade is Outstanding – July 2026</li><li>To be recognised as a beacon school for our Relationship Policy</li><li>To be a school where sanctions are used as a tool to restore and fix, rather than punish</li><li>School to be asked to write a Relationship book/educational article based on the journey of developing Relationships</li><li>For attendance and persistent absenteeism to match or better the local and National averages</li></ul>				
How we will begin to get there				
<ul style="list-style-type: none"><li>To develop, train and embed the Relationship Policy over a two year period</li><li>Create a clear pathway to ensure early intervention to support children’s SEMH to prevent escalation of behaviours</li><li>To tackle persistent absenteeism, an area that significantly impacts on the overall attendance rate and disproportionately affects children who have SEND and/or who are eligible for Pupil Premium Funding</li></ul>				
Priority Leader: Beh – Joanna R    Att – Martin L		Gov Com: Pupil Support	Link Gov: Beh – Iain C    Att – Clare Davidson	Cost:£8,000
To develop, train and embed the Relationship Policy over a two year period				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•		
	•	•		
		•		
Create a clear pathway to ensure early intervention to support children’s SEMH to prevent escalation of behaviours				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
		•		
	•	•		
	•	•		
To tackle persistent absenteeism, an area that significantly impacts on the overall attendance rate and disproportionately affects children who have SEND and/or who are eligible for Pupil Premium Funding				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
To reduce Persistent Absenteeism	• The Persistent Absentee % is in line with the	• Andy H and Elaine B to create a list of children with attendance less than 90%	Our PA % are very high compared to similar schools and this needs to reduce so that children are in school and learning	Addition Overtime Costs for AH and EB

	national average for PA	<ul style="list-style-type: none"> <li>• Andy H and Elaine B to call P&amp;Cs on the 1<sup>st</sup> morning of absence if they are on the 90% list, explaining that without a doctor's app the absence will be unauthorised</li> <li>• Whenever a child has attendance below 90% they will have a home visit on their 3<sup>rd</sup> day of absence</li> <li>• Whenever a child has attendance below 90% their P&amp;C will have a fast-track meeting with our Attendance Officer</li> <li>• Fast-track paperwork is followed through so that P&amp;Cs who do not improve their child's attendance will receive a fixed penalty notice</li> <li>• Andy H and Elaine B to meet with Martin at the end of each month to discuss attendance and the families who have children with attendance less than 90%</li> </ul>	Many of the PA children are also SEND and/or Pupil Premium children so low attendance is also disproportionately impacting on the outcomes of these groups	£8,000
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Focus Area – English				
What Ofsted said in November 2021				
<ul style="list-style-type: none"><li>• Reading is a priority for children in this school</li><li>• Early reading is a priority which begins in Early Years</li><li>• Reading in KS2 is taught well, with a mixture of whole class and guided reading</li><li>• There have been significant improvements in handwriting and presentation</li><li>• Children write at length across the curriculum</li></ul>				
Where we will be in 2026				
<ul style="list-style-type: none"><li>• OFSTED grade is Outstanding – July 2026</li><li>• To be considered a beacon school of good practice in T4W and reading</li><li>• To support other schools with reading and writing</li><li>• To be asked to speak at the LA English Conference</li></ul>				
How we will begin to get there				
<ul style="list-style-type: none"><li>• Ensure no children remain behind the expected pace of the phonics programme</li><li>• Ensure that all staff receive the training they need to deliver phonics with consistency</li><li>• Ensure that current T4W and Reading schemes are effective and have the impact on outcomes</li></ul>				
Priority Leader: Elisa Whitfield		Gov Com: Teaching and Learning	Link Gov: Rebecca Coronil	Cost:£
Ensure no children remain behind the expected pace of the phonics programme				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•		
	•	•		
	•	•		
Ensure that all staff receive the training they need to deliver phonics with consistency				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•		
	•	•		
	•			
Ensure that current T4W and Reading schemes are effective and have the impact on outcomes				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•		
	•	•		
	•	•		
	•	•		

Focus Area – Maths				
What Ofsted said in November 2021				
<ul style="list-style-type: none"><li>• Subject leader has had a transformational effect on the curriculum</li><li>• New and returning members of staff are given training tailored specifically to their needs and to enable them to deliver our school curriculum to maximize the pupil’s potential</li><li>• Clear joined up mastery approach to maths from EYFS-Yr6</li><li>• Assessment is used effectively for planning next steps, through the use of Fluent in Five and targeting children’s areas to develop</li></ul>				
Where we will be in 2026				
<ul style="list-style-type: none"><li>• OFSTED grade is Outstanding – July 2026</li><li>• To be considered an example to other schools of how to teach mastery maths effectively, with other schools seeking our support</li><li>• 75% or more of children in each Key Stage reaching the Expected Standard</li><li>• Children see how maths relates to real life and future career options, with children in all year groups being given opportunities to see maths in the work place (trips &amp; experiences) and/or having inspirational people come in and speak about their career</li><li>• A legacy of outstanding maths achievement, with past pupils coming back to school to inspire others</li><li>• Children leave our school as problem solving individuals who are confident and happy, can work collaboratively with others and accept there is more than one way of getting an answer (and more than one way of being correct)</li></ul>				
How we will begin to get there				
<ul style="list-style-type: none"><li>• Improve the end of Key Stage results so that it is at least in line with national average</li><li>• Improve the cross curricular links with maths so that it can be purposefully linked with topic</li><li>• Embed assessment processes so prior learning is effectively built on, &amp; new learning is delivered consistently well across school</li></ul>				
Priority Leader: Charlie Sharpe		Gov Com: Teaching and Learning		Link Gov: Sam Pease
Cost:£				
Improve the end of Key Stage results so that it is at least in line with national average				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•		
	•	•	•	
	•	•	•	
	•	•	•	
Improve the cross curricular links with maths so that it can be purposefully linked with topic				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•	•	
Continue to develop and embed assessment processes so that prior learning is effectively built on, and new learning is delivered consistently well across all classes				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•	•	
	•	•	•	

Focus Area – Wider Curriculum				
What Ofsted said in November 2021				
<ul style="list-style-type: none"><li>• There is a strong emphasis on well-being in the curriculum and the nurture sessions available to children</li><li>• The wider curriculum is well planned and implemented in most subjects, with progression evident from children's starting points in early years to the ambitious end points needed in order to prepare them for Year 7 and beyond</li><li>• Subject leaders are working with leader of wider curriculum to develop a school-wide approach to assessment</li><li>• Topic weeks with booklets allow for teacher-focus when planning and teaching</li><li>• Vocabulary progression has been created by subject leaders</li></ul>				
Where we will be in 2026				
<ul style="list-style-type: none"><li>• Outdoor learning a key part of children's learning</li><li>• All subject leaders autonomous in leading subjects</li><li>• All subjects have cross curricular links</li><li>• Other schools to visit and take influence from our strengths</li></ul>				
How we will begin to get there				
<ul style="list-style-type: none"><li>• Develop assessment in all subjects so children can talk about what they know and remember</li><li>• Allotment to be utilized through scheme created by wider-curriculum leaders</li><li>• EYFS to be linked further into other KS curriculums</li></ul>				
Priority Leader: Matthew Farley		Gov Com: Teaching and Learning	Link Gov: Various	Cost:£
Develop assessment in all subjects so children can talk about what they know and remember				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•		
	•			
	•	•		
Allotment to be utilized through scheme created by wider-curriculum leaders				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•		
	•			
EYFS to be linked further into other KS curriculums				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•			
	•	•		
Become a healthy school				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources

Focus Area – SEND				
What Ofsted said in November 2021				
<ul style="list-style-type: none"><li>• Pupils are nurtured from the moment they step into this school community</li><li>• Parents speak highly of the support they receive and say that they would recommend this school to others</li><li>• The inclusion team, including the SENDCo, ensures staff have a detailed understanding of each child’s needs. As a result, pupils with special educational needs and/or disabilities are very well supported</li><li>• There are a range of adaptations in place to ensure that all pupils are able to access learning alongside their peers</li><li>• The Inclusion Team are strong advocates for the children and are unafraid to offer professional challenge when necessary</li><li>• The staff know their community well, and work with a variety of organisations and agencies to support families and their children</li></ul>				
Where we will be in 2026				
<ul style="list-style-type: none"><li>• OFSTED grade is Outstanding and the school is recognised as a beacon school for SEND</li><li>• For school leaders to seek out SEND support for various areas such as successful EHCP writing, SEND and Quality First Teaching</li><li>• HCPS to be recognised as a Communication Friendly School with sensory provision to support the needs of all children with ASC</li><li>• HCPS to have a resourced provision for children with an EHCP that other children can be referred to by the Local Authority</li></ul>				
How we will begin to get there				
<ul style="list-style-type: none"><li>• Ensure that 90% of children with SEND make accelerated progress and meet their true potential</li><li>• Effective use of provision maps that measures the impact of evidence-based interventions across school</li><li>• To raise the profile of the pupil voice in school to ensure that children feel valued and involved in their own target-setting</li></ul>				
Priority Leader: Donna Bedlow		Gov Com: Pupil Support	Link Gov: Clare Davidson	Cost:£
Ensure that 90% of children with SEND make accelerated progress and meet their true potential				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
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	•	•		
	•	•		
Ensure all children with complex needs are making expected progress as agreed with external agencies inc’ SALT/SENIT/EPT/STARS				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
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	•	•		
	•	•		
To raise the profile of the pupil voice in school to ensure that children feel valued and involved in their own target-setting.				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•		
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Focus Area – EYFS				
What Ofsted said in November 2021				
<ul style="list-style-type: none"><li>Experienced team of teachers understand the needs of the children</li><li>Children are in routines and have learning attitudes that prepare them for Year 1 at the end of Reception</li><li>Indoor and outdoor provision reflects the needs of the children</li><li>T4W and Maths Mastery taught from Nursery with Phonics and Early Reading is a priority in EYFS</li><li>Children have opportunities to write in discrete writing lessons, in addition to across the curriculum</li></ul>				
Where we will be in 2026				
<ul style="list-style-type: none"><li>Provision differentiated to suit the needs of all learners</li><li>Children taking responsibility for and leading their own learning to record their own observations</li><li>Our Early Years to be a Beacon example for supporting Communication and Language and PSED</li><li>Children to have similar experiences in regards to trips as the teachers’ own children</li><li>Every child who leaves Reception is able to read at least a simple sentence</li><li>Exceptional parent support in EYFS with in home support and parental workshops available for parents and carers</li></ul>				
How we will begin to get there				
<ul style="list-style-type: none"><li>Address Communication and Language as it is the biggest barrier to children progressing in the curriculum and provision</li><li>Embed Phase 1 phonics, T4W, maths and gross motor skills in Nursery</li><li>Read the children daily stories as many do not hear them at bedtime</li><li>Assessments need to inform interventions to address gaps in children’s learning in both Reception and Nursery</li></ul>				
Priority Leader: Elisa Whitfield		Gov Com: Teaching and Learning	Link Gov: Iain Cunningham	Cost:£
PSED is a priority in EYFS				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
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	•			
Communication and Language is a priority in EYFS				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
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		•		
	•			
To improve standards in Literacy and Maths in EYFS				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
	•	•		
	•	•		
	•	•		