



Hunslet Carr Primary School
Leeds



Hunslet Carr Primary School

School Improvement Plan

2024-25

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

Total Cost of Plan £53,000

Reviewed: 16/06/25

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.

Focus Area – Leadership				
What Ofsted said in November 2021				
<ul style="list-style-type: none"> • Leaders are passionate about raising aspirations for the children in their care • Leaders have a strong, clear vision of what children at HCPS need so they are well prepared for life after school • Leaders are ambitious about the knowledge and skills they want pupils to develop during their time at this school • Governors work well with leaders and have a clear understanding of the school's strengths and priorities • Leaders have established a strong culture of safeguarding in this school 				
Where we will be in 2026				
<ul style="list-style-type: none"> • Ofsted grade is Outstanding – July 2026 • To be considered a beacon of good practice locally and across the UK • For school leaders to seek out support from HCPS leaders for various areas of school improvement • Leaders and teachers to be nominated for national teaching awards • Leaders and teachers ask to present at educational conferences or write articles for educational journals 				
How we will begin to get there				
<ul style="list-style-type: none"> • Improve the quality of teaching & learning across school, so teachers consistently teach lessons that prepare children for the next stage of their education • Improve the quality of leadership decision making by embedding a coaching approach across the leadership teams • Improve the governorship of the school through governors continuing to have an active role within the school. 				
Priority Leader: Martin Lumb		Gov Com: Teaching and Learning		Link Gov: Jon Hairsine
Cost: £6,000				
<ul style="list-style-type: none"> • Improve the quality of teaching & learning across school, so teachers consistently teach lessons that prepare children for the next stage of their education 				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
The quality of teaching and learning is at least good across all classes in school	100% of positivity walks (PW), leverage walks (LW) and book looks (BL) demo at least good teaching and learning	<ul style="list-style-type: none"> • ML to timetable, monitoring events such as PW, LW and BL at least once every half term during academic year 24-25. • ML to accompany SLT during these monitoring events on at least one of the two occasions each half-term, to ensure quality assurance and consistency across the school and across the SLT. • Where PW, LW or BL gives rise to concern that teaching and learning is not at least good, effective intervention is put in place to support that staff member. This may include: Team teaching / Peer coaching / Observations of good practice / modelling of our approaches. 	<p>If we can create a climate where all lessons are at least good across the school, so long as children are behaving, engaging and attending they will make good progress.</p> <p>The yellow indicates ongoing actions here.</p> <p>There is one member of teaching staff who we are supporting to reach the standards of T&L that we require.</p>	SLT time No Cost
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
That members of the SLT are empowered to make decisions that impact positively on the children	During coaching sessions, SLT members can explain and justify key decisions made	<ul style="list-style-type: none"> • ML and SLT continue to have monthly, bi-monthly coaching sessions with Alex Bell – Leadership Coach. • SLT continue to have monthly 1:1 coaching sessions with ML. • SLT have places on NPQ training courses 	To develop the confidence and competence of the leadership team to use the school's vision and ethos as a guiding principle for successful decision making	Cost of Alex Bell £6,000

Improve the governorship of the school; and ensure that governors continue to lead an active role within the school,				
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	Governors to each attend one school event over the course of the academic year	<ul style="list-style-type: none"> • 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 • A section added to the end of the FGB meeting where governors put themselves forward to attend certain events • A section added to the end of the FGB where governors who attended events can feedback on their experience 	<p>At this moment in time, Governors attend meetings and some with key strategic roles visit leaders in school.</p> <p>While governors were informed of in-school activities and school trips, due to work commitments only a few events were attended.</p> <p>Events shared on newsletter and email. Need to add section to FGB Report.</p>	Gov's Time No Cost
Subject Leaders attending T&L committee	Governors can speak confidently about standards and outcomes and site evidence they have gathered	<ul style="list-style-type: none"> • 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 • Subject Leaders to prepare a presentation which includes an S plan of their subject since our last Ofsted inspection 	<p>Governors at the Teaching and Learning committee in Oct 24 have invited SLs to the next two meetings.</p> <p>Planned to take place at the Spring 2025 T&L meeting</p>	Subject Leader Time No Cost

Focus Area – Attendance & Behaviour				
What Ofsted said in November 2021				
<ul style="list-style-type: none"> • Children are nurtured from the moment they step into this school community and staff have high expectations of behaviour. • Consequently, children behave well in lessons and during social times. School is calm and orderly with children engaged in learning, as seen 98% green. • Despite Covid's impact, attendance was almost at the national average • 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 				
Where we will be in 2026				
<ul style="list-style-type: none"> • OFSTED grade is Outstanding – July 2026 • To be recognised as a beacon school for our Relationship Policy / To be a school where sanctions are used as a tool to restore and fix, rather than punish • School to be asked to write a Relationship book/educational article based on the journey of developing Relationships • For attendance and persistent absenteeism to match or better the local and National averages 				
How we will begin to get there				
<ul style="list-style-type: none"> • To develop, train and embed the Relationship Policy • Create a clear pathway to ensure early intervention to support children's SEMH to prevent escalation of behaviours • 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 				
Priority Leader: Beh – Joanna R Att – Martin L		Gov Com: Pupil Support		Link Gov: Beh – Iain C Att – Clare Davidson
Cost: £4,000				
Continue to embed the Relationship Policy				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
All staff and children follow the routines, the Script & expectations set out in the Relationship Policy	A reduction of behaviour incidents from Sep 24 to July 25.	<ul style="list-style-type: none"> • JR to hold TA Behaviour Workshops half termly in the style of Staff Crew • By Jun 25, JR to write a guide for staff to write children's Support Plans. • JR to review Support Plans monthly to identify if plans are leading to reduced incidents or whether plan needs change. • JR to review data half-termly to identify key behaviours and put measures in place to reduce i.e. through CREW, HHT. • JR to work with EG to develop lunchtime play with more equipment and work with TAs to engage children in play. • By Jun 25, JR to work with LO to support P&C with behaviour through Paul Dix's book 'When the parents change' • Half termly staff meetings to reflect 'how to be'/supportive behaviour / relationships through Staff Crew. 	<p>Consistent approach towards behaviour where all staff support children's behaviour by recognising it as a form of communication.</p> <p>Through positive and strong relationships between staff and children, there will be a reduction in behaviour incidents.</p> <p>Regular analysis of data can target children for further support through Inclusion Meetings. Data will also feed into Mindful Monday Crew with themed 'dilemmas'.</p> <p>All staff access 'Staff Crew' which is a chance for staff to focus on 'How to be' – reflect on their practice, celebrate successes and discuss challenges in a solution focused manner.</p> <p>TA's are now outside at lunchtime. The aim now is to have TA's engaging in play with children and have consistent equipment outside to reduce incidents.</p>	No Cost

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
SEMH interventions developed to ensure children are given the tools to manage their social, emotional and mental health needs.	Children accessing SEMH interventions show a reduction in incidents	<ul style="list-style-type: none"> • JR to use the SEMH provision map to ensure target children access appropriate intervention/support. • Staff meeting in Sept 24' JR to launch Zones of Regulation whole school and have the ZoR used within Mindful Monday • From Jun 25' staff to use Zones of Regulation as part of Nurture/Check ins • ZoR signs in school and classrooms. • ZoR in Whole Class Crew & Interventions. • JR & DB to research more SEMH interventions such as ELSA • JR/DB to ensure each classroom as a Regulation Station. 	<p>SEMH provision map is now in use for all SLT and Inclusion. This is used to identify further intervention and support.</p> <p>Zones of Regulation has been launched and used with Crew. Signs in each classroom are now installed. There has also been a P&C coffee morning relating to this. The aim in Spring Term is to further embed with interventions and change check ins/Nurture to include vocabulary.</p>	
CREW to become a fundamental part of school improving attendance, behaviour and children's wellbeing	Staff and children rate CREW as having a positive impact.	<ul style="list-style-type: none"> • JR to launch CREW whole school, train in fundamentals and process of a CREW session so staff are confident to teach it. • JR to support CREW leaders throughout Spring Term as the scheme is launched. • JR to monitor CREW sessions in Dec and Jan 25' to ensure consistency of delivery. • JR/EC to develop CREW curriculum along with HCPS CREW handbook. • Phase Meeting called Staff CREW meeting. 	<p>CREW is now up and running successfully across school.</p> <p>During Spring Term, Joanna will be doing positivity walks to celebrate each Crew and build confidence with the staff. She will also support staff where necessarily. These observations will feed into the Phase Meeting later in the term.</p>	Cost of working with XP to introduce Crew £2,000
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 national average for PA	<ul style="list-style-type: none"> • Monique B (MB) to write to last year's PA families/chd w 3 days off/chd w a holiday • MB to call P&Cs on the 1st morning of absence if they are on the 90% list. • MB to process fast-track meeting with families below 90% attendance. • MB to target children below 90% with the attendance bus. Monitor for 9 weeks to see if it is making a difference. • MB to create new attendance posters & banners around school and playground. • SLT, Inclusion and MB to meet monthly to discuss attendance & how to improve it. 	<p>Our PA % are very high compared to similar schools and this needs to reduce so that children are in school and learning.</p> <p>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.</p> <p>Ultimately – if the kids are not here we can't teach them or keep them safe.</p> <p>Fast track process began Friday 17th Jan Ongoing.</p>	<p>Prizes - £1000</p> <p>Signs and Banners - £1000</p>

Focus Area – English				
What Ofsted said in November 2021				
<ul style="list-style-type: none"> • Reading is a priority for children in this school • Early reading is a priority which begins in Early Years • Reading in KS2 is taught well, with a mixture of whole class and guided reading • There have been significant improvements in handwriting and presentation • Children write at length across the curriculum 				
Where we will be in 2026				
<ul style="list-style-type: none"> • OFSTED grade is Outstanding – July 2026 • To be considered a beacon school of good practice in T4W and reading • To support other schools with reading and writing • To be asked to speak at the LA English Conference 				
How we will begin to get there				
<ul style="list-style-type: none"> • Ensure no children remain behind the expected pace of the phonics programme • Ensure that all staff receive the training they need to deliver phonics with consistency • Ensure that current T4W and Reading schemes are effective and have the impact on outcomes 				
Priority Leader: Elisa W / Hayley K		Gov Com: Teaching and Learning		Link Gov:
Cost: £15,000				
Improve the Fidelity of T4W				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
<p>Improve the age-related basic skills across all year groups.</p>	<p>75% of children meet non-negotiables for basic skills by the end of the year.</p>	<ul style="list-style-type: none"> • Create non-negotiables for each year group by end of Oct 24' • Staff meeting explaining non-negotiables and how to improve progress through baselining, planning and assessment. • Reintroduce Dyslexia Gold support staff to identify children and create baselines. • EW or HK to have ordered resources to support DG (headphones). • Non-negotiables and DG data to be taken the same time as whole school data. • EW/HK to let the SENDCo know with chn not making progress on DG each term; SENDCo to support teaching staff. • Run a staff meeting in the spring term, focused on misconceptions & non-negotiables to enhance assessment and progress; Focus on same day interventions as a response to misconceptions. 	<ul style="list-style-type: none"> • Staff and children will be focused on non-negotiables, which will improve the attainment in lessons. • A higher percentage of chn will meet the end of year age-related expectations through basic skills. • Close the gap between the bottom 20% and age-related expectation through Dyslexia Gold. 	<p>Dyslexia Gold £2,000</p> <p>Technology £1,000</p>

<p>T4W is taught consistently across the school the school</p>	<p>Consistent teaching of T4W in school and between classes.</p>	<ul style="list-style-type: none"> • EW & HK to create T4W non-negotiable sequence that is consistent across all year groups group by end of Oct 24'. • EW & HK develop a greater range of strategies to support independent writing such as introduction of magpie tool books and word banking anchors by end of Oct 24'. <p>In the Inset Day in November EW and HK:</p> <ul style="list-style-type: none"> • Model consistent use of vocabulary work and activities that will be shown in books and on anchor charts • Model the consistent use of spelling books to target personal spelling errors and age-related spellings lists. • Provide training on development and use of toolkits. Ensure all year groups are using the toolkit progressions and having these as learning focus/ steps to success. • Model how to ensure toolkits and short burst writing are related. <p>In the 2nd half of the Autumn/Spring and Summer term:</p> <ul style="list-style-type: none"> • EW and HK review the boxed-up planning process – consistency across year groups. • Evaluate model text progression. • Evaluate innovations for each unit and develop a clear progression for each year group. <p>During one or two staff meetings each term:</p> <ul style="list-style-type: none"> • EW and HK demonstrate good practice through anchor charts and books. • Half termly staff meetings to share good practise. 	<ul style="list-style-type: none"> • T4W is taught consistently across the school in line with the T4W non-negotiables. • Key elements of T4W that will specifically impact on progress are taught consistently across school. 	<p>Magpie books Spellings books £1,000</p>
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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
<p>Embed RWI consistently across EYFS & KS1 to close the gap</p>	<ul style="list-style-type: none"> Staff are highly trained and confident. Phonics results are closer in line with the National average. Identify children in need of intervention and catch up quickly with 1:1 tutoring 	<ul style="list-style-type: none"> Complete RWI training in October 2024 & the development day in January 2025. Continuous monitoring and coaching to ensure consistent approach/progress. During Autumn/Spring - Directed development in PPA using RWI Portal. In house training for HLTA's and wider support staff team including HT, SENDCo & Safeguarding team to ensure back up when staff are asked to cover. Set up tutoring groups to close the gap & ensure progress for lowest attaining. 	<ul style="list-style-type: none"> Staff fully trained and delivering a consistent Phonics scheme that ensures children achieve at least in line with National Average and that the gap to the lowest attaining children closes. 	<ul style="list-style-type: none"> RWI portal Oxford owls RWI access Training RWI Staff meetings Coaching meetings <p>£10,000</p>
<p>To close the gap in phonics between the HA and LA.</p>	<ul style="list-style-type: none"> Smaller gap between HA/ LA Intervention used effectively to keep children up to speed rather than allow gaps Children who don't pass phonics screening score more than 20 	<ul style="list-style-type: none"> Support with setting up tutoring in each classroom by a consistent adult. Use progress trackers to quickly identify which children need regular tutoring alongside their phonics teaching group. Act as soon as a child begins falling behind. Regularly assess the effectiveness of tutoring and phonics groupings for these children using half termly trackers and weekly coaching check ins. 	<ul style="list-style-type: none"> More children stay on track in phonics. Children who are not on track make accelerated progress to close the gap to their peers. More children are leaving KS1 as confident readers. 	
Ensure that current Reading schemes are effective and have the impact on outcomes				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
<p>To improve retrieval skills in reading.</p>	<ul style="list-style-type: none"> % of children correctly answering retrieval questions at the end of Year 6 SATs is at least in line with the National Average. 	<ul style="list-style-type: none"> Introduce the retrieval 'think aloud' in an Autumn staff meeting. During the Spring term, introduce a weekly activity where children concentrate their 'think alouds' on the reading questions and what they are being asked to do. During the Spring term, introduce deeper thinking by reducing number of activities to allow children to showcase their skills. Staff meets in Summer 2025 to introduce and consolidate reading focuses. Monitor reading lessons and journals to ensure changes are effective and being implemented effectively. 	<ul style="list-style-type: none"> Children to have a better understanding of the vocabulary in the questions they meet in reading so that they can answer them more effectively. Children are confident and competent at answering basic retrieval questions and can apply this to all comprehension questions. Evidence in reading journals of children deepening their understanding. 	<p>Retrieval skills poster</p> <p>£1,000</p>

Focus Area – Maths					
What Ofsted said in November 2021 <ul style="list-style-type: none"> • Subject leader has had a transformational effect on the curriculum • New and returning staff are given training tailored specifically to their needs enabling them to deliver our school curriculum & maximize pupil's potential • Clear joined up mastery approach to maths from EYFS-Yr6 • Assessment is used effectively for planning next steps, through the use of Fluent in Five and targeting children's areas to develop 					
Where we will be in 2026 <ul style="list-style-type: none"> • OFSTED grade is Outstanding – July 2026 • To be considered an example to other schools of how to teach mastery maths effectively, with other schools seeking our support • 75% or more of children in each Key Stage reaching the Expected Standard • 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 & experiences) and/or having inspirational people come in and speak about their career • A legacy of outstanding maths achievement, with past pupils coming back to school to inspire others • 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) 					
How we will begin to get there <ul style="list-style-type: none"> • Improve the end of Key Stage results so that it is at least in line with national average • Improve the cross curricular links with maths so that it can be purposefully linked with topic • Embed assessment processes so prior learning is effectively built on, & new learning is delivered consistently well across school 					
Priority Leader: Charlie Sharpe		Gov Com: Teaching and Learning		Link Gov: Sam Pease	Cost: £1,500
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 children's number bonds, TIs and fluency across school (seeing an increase in Year 4 multiplication check scores so it is at least in line with national average).	<ul style="list-style-type: none"> • All children in Year 3 & 4 are active on TT Rockstars • At least 70% of children in Year 4 achieve 20+/25 on MTC (achieved 64% in 2023 & 63% in 2024) • At least 30% of children in Year 4 achieve 25/25 on MTC (achieved 26% in 2024) 	<ul style="list-style-type: none"> • Have a relaunch day for TT Rockstars & Numbots (NB) where ALL school can dress up as either a robot or rockstar – ALL children given time on the sites at some point during day. • Relaunch NB & TT ready for fortnightly competitions & certificates in assembly by Nov 24 • CS to arrange comps in Assemblies for NB Champions & TT Rockstars by Nov 24 • Year 4 children to take part in Unofficial MTC several times throughout the year • Target children in Year 3 & 4 identified to help boost their score on MTC • Host a Numbots & TT Rockstars workshop 	<ul style="list-style-type: none"> • 100% participation levels in TT Rockstars in Year 3 & 4 leading to increased knowledge and confidence of times tables across school – children have quicker recall and are more fluent. • Year 4 are better prepared for the MTC and KS2 SATs when they get to Year 6 – more children got full marks in 2024 than previous year, percentage passing was consistent. Improve on this in 2025. • Increase percentage of children achieving EXS & GDS. 	TT Rockstars Subscription £300 Costumes & props for assembly £100 Prizes for TT Rockstars & Numbots Day £100	
Improve the number of children achieving EXS in mathematics at EYFS	<ul style="list-style-type: none"> • A Mastery maths approach is used in EYFS • White Rose Maths is used in Reception 	<ul style="list-style-type: none"> • CS works with EW and Reception staff to ensure that they are confident using White Rose maths to plan and deliver high-quality mastery maths lessons • An improved number of children achieve GLD in maths 	<ul style="list-style-type: none"> • Improved mathematical understanding & vocabulary • Reception children enter Year 1 ready for MNP! And Mastery maths 	White Rose Maths subscription £250	

<p>Children's reasoning and mathematical vocabulary improves.</p>	<ul style="list-style-type: none"> • Ensure use of STEM sentences • Evidence of reasoning & RX in journals 	<ul style="list-style-type: none"> • CS & SLT to check stem sentences are being written in blue on anchor charts. • CS to introduce White Rose Maths and use to support reasoning and journaling • Three times a year CS and other leaders to conduct Book looks 	<ul style="list-style-type: none"> • Children's reasoning and mathematical vocabulary improved. • Children know where to look in the classrooms for quick support. • Quality of maths journal tasks remains consistently high across school. 	<p>White Rose Maths subscription £250</p> <p>Book looks</p>
<p>Continue to develop & embed assessment so prior learning is effectively built on, & new learning is delivered consistently well across all classes</p>				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
<p>New MNP! Units/chapters begin with a recap of what the children know from previous year groups</p>	<p>80% of all children can pass the end of chapter assessment in MNP!</p>	<ul style="list-style-type: none"> • CS to remind staff in Nov 24 about importance of recap/prior learning lesson when starting new MNP! Chapter • CS to look at how "We already know/what we can remember" anchor charts & sections in children's journals 	<ul style="list-style-type: none"> • Teachers have a greater understanding of where their class are and can use formative assessment to adapt planning to best meet their class's needs. • Recap allows children to revise and revisit before beginning a new unit. 	<p>Staff Meeting Time</p> <p>Learning walks</p>
<p>Staff use assessments effectively to support children to make progress</p>	<ul style="list-style-type: none"> • Children within each class to make at least expected progress 	<ul style="list-style-type: none"> • CS ensure that FiF used as assessment tool to help identify children need additional support – Undertaken daily • CS to arrange termly moderation of journals and tests within termly assessment weeks to inform future lesson plans and intervention groups • CS to use OTrack and pupil progress meetings with SLT to identify the target children who need extra support the following term – differentiated Fin5, extra support with methods and/o interventions 	<ul style="list-style-type: none"> • CS to continue to monitor and point teachers towards target children • Teachers to know which children need extra support to improve their scores and enable them to make progress • CS to identify any teachers/classes where Fin5 scores aren't going up as they should and offer support • At least 75% of children in each class make progress weekly and half-termly on their assessments. 	<p>Cost of Fluent in 5 Tests £500</p>
<p>Ensure marking, feedback and next steps are consistent and effective</p>	<p>95% of all feedback is effective in moving children's learning forward</p>	<ul style="list-style-type: none"> • CS to work with staff identified in Book Looks on what effective feedback looks • Three times over the course of the academic year CS and SLT to conduct Book looks – look at reasoning and use of maths marking codes • Termly Phase book looks to share good practice and ideas with each other • Phase and staff meetings to clarify marking and feedback policy, as well as what good next steps look like • Mastery challenges (from White Rose Maths subscription) to be used to deepen learning as journal tasks & as next steps 	<ul style="list-style-type: none"> • Effective feedback moves the children's attainment and progress levels on further • Increase percentage of children achieving EXS & GDS 	<p>White Rose Maths subscription £250</p>

Focus Area – Wider Curriculum				
What Ofsted said in November 2021				
<ul style="list-style-type: none"> • There is a strong emphasis on well-being in the curriculum and the nurture sessions available to children • 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 • Subject leaders are working with leader of wider curriculum to develop a school-wide approach to assessment • Topic weeks with booklets allow for teacher-focus when planning and teaching • Vocabulary progression has been created by subject leaders 				
Where we will be in 2026				
<ul style="list-style-type: none"> • Outdoor learning a key part of children’s learning • All subject leaders autonomous in leading subjects • All subjects have cross curricular links • Other schools to visit and take influence from our strengths 				
How we will begin to get there				
<ul style="list-style-type: none"> • Develop assessment in all subjects so adjustments can be made to enhance progression • Ensure timetabling allows for effective teaching of the wider curriculum • Work with Subject Leaders so they can take ownership of their subject 				
Priority Leader: Matthew Farley		Gov Com: Teaching and Learning		Link Gov: Various
Cost: No Cost				
Develop assessment in all subjects so adjustments can be made to enhance progression				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
Develop a school-wide approach to summative assessment for each subject	<ul style="list-style-type: none"> • Termly assessments during assessment week. • Updated on Onedrive. • Assessment used consistently across year groups/ subjects. 	<ul style="list-style-type: none"> • During the autumn term, ED to research different ways summative assessment is used in other schools. • By Dec 24' ED to planned how assessment can be improved at our school. • By Jan 25' ED to have delivered staff meeting that ensures current termly assessments are being used consistently. • By Mar 25' ED to check topic planning to ensure that it is changed to take account of the children's previous assessment. • By July 25' ED and MF ensure end of Year assessment is used to plan 2025-26 topics. • Termly book looks by ED to ensure Coverage/knowledge. 	<ul style="list-style-type: none"> • Gaps in learning will be prioritised alongside the obj for the year group. • Staff will purposefully use assessment as a tool to enhance learning. • Subject leaders will be able to monitor the assessment for their subject and use these to adapt LTP. • Consistency in assessment approach across school. • Expectation of when assessment needs to be completed by will give it the time needed and will not be onerous for staff. 	Assessment table on OneDrive
Teachers use assessment to guide learning	<ul style="list-style-type: none"> • Assessment used effectively to lead learning. • Assessment used consistently across year groups/ subjects. 	<ul style="list-style-type: none"> • By Jan 25' ED to develop low stake quiz for each topic and put on OneDrive. • By Mar 25' WAGOLL quiz template to be created by ED and teachers use when planning summer term topic. • In Mar 25' ED staff meeting introduces the concept of the quizzes. • In Apr 25' ED to introduce concept maps across subjects, with introduction in History. 	<ul style="list-style-type: none"> • Subject leaders will have ownership of low-stakes quizzes and can have input valid for them as teachers as well. • Consistency in assessment approach across school. • Learning will be embedded and gaps prioritised within a subject area. 	WAGOLL quizzes Pupil interviews

Ensure timetabling allows for effective teaching of the wider curriculum				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
<p>Establish purposeful cross-curricular links of subjects alongside/ within CREW</p>	<ul style="list-style-type: none"> Evidence of cross-curricular links on planning booklets and in lessons Children can talk about links between other subjects 	<ul style="list-style-type: none"> October 21st meet AHTs to discuss timetabling of wider curriculum subjects alongside CREW. November 4th Inset Day, share with staff how the topics and CREW will fit into the school's timetable. ED to be part of the termly planning days ensuring Cross-curricular links are made where possible 	<ul style="list-style-type: none"> Children to have access to the subjects that support SEMH which will then lead to effective learning Children will make connections between subjects and understand the links 	<p>SLT day for timetabling</p>
Work with subject leaders so they can take ownership of their subjects.				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
<p>All subject leaders to understand their subject and the objectives within it</p>	<ul style="list-style-type: none"> Subject leaders able to support other teachers ECTs to gain and understanding of subject leadership 	<ul style="list-style-type: none"> Planning days include information fed through subject leaders SLs (specifically new teachers/new to subject) to meet with ED via 'speed-dating' to ask questions CPD available for those subject leaders who feel they need it Staff subject knowledge/with supporting documents available 	<ul style="list-style-type: none"> Confidence in teachers when delivering wider curriculum lessons Subject leaders will be confident with supporting teachers and team teach with those who are less confident 	<p>CPD</p>
<p>Progression from Nursery to year six clear in maps</p>	<ul style="list-style-type: none"> National curriculum used to link key stages Progression maps available for all subjects on school website 	<ul style="list-style-type: none"> During the Spring term, staff meeting showing utilizing progression maps to understand steps of learning Each teacher aware of progression beside their year groups 	<ul style="list-style-type: none"> For children to build on foundations right from the beginning of their school life 	<p>Progression maps</p>

Focus Area – SEND				
What Ofsted said in November 2021 <ul style="list-style-type: none"> • Pupils are nurtured from the moment they step into this school community • Parents speak highly of the support they receive and say that they would recommend this school to others • 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 • There are a range of adaptations in place to ensure that all pupils are able to access learning alongside their peers • The Inclusion Team are strong advocates for the children and are unafraid to offer professional challenge when necessary • The staff know their community well, and work with a variety of organisations and agencies to support families and their children 				
Where we will be in 2026 <ul style="list-style-type: none"> • OFSTED grade is Outstanding and the school is recognised as a beacon school for SEND • For school leaders to seek out SEND support for various areas such as successful EHCP writing, SEND and Quality First Teaching • HCPS to be recognised as a Communication Friendly School with sensory provision to support the needs of all children with ASC • HCPS to have a resourced provision for children with an EHCP that other children can be referred to by the Local Authority 				
How we will begin to get there <ul style="list-style-type: none"> • Ensure that 90% of children with SEND make accelerated progress and meet their true potential • Effective use of provision maps that measures the impact of evidence-based interventions across school • To raise the profile of the pupil voice in school to ensure that children feel valued and involved in their own target-setting 				
Priority Leader: Donna Bedlow		Gov Com: Pupil Support		Link Gov: Clare Davidson
Cost: £23,500				
Through the implementation of evidence-based interventions, children with SEND in KS1 and KS2 will be supported in achieving their goals in Literacy and reading skills, ensuring targeted progress and development				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
Targeted children in KS1 & KS2 to access Lexia Gold	Evidence of progress in the children's reading level & comprehension	By Dec 1st <ul style="list-style-type: none"> • SENCo/Teachers identify children to access the intervention and create a profile for them on the program. • Teachers timetable intervention to ensure that children are accessing the programme a minimum 3x/week. Ongoing <ul style="list-style-type: none"> • Teachers to review Lexia Gold progress reports fortnightly to identify and track each child's skill development over time. • Teachers to use termly standardized tests to check Lexia Progress transfers to improvements in reading skills. • SENCo to complete a questionnaire to gather input from children about their comfort with reading. 	Increase staff knowledge/understanding. The classroom environments and evidence informed interventions are having the intended impact i.e. The children successfully accessing QFT and targeted intervention. What impact is this having on progress and attainment? *Are the children making good/accelerated progress?	Lexia Gold subscription Already accounted for

Classroom environments adapted to support the sensory needs of all children, ensuring that every child can engage in learning in a way that accommodates their individual sensory preferences and challenges				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
<p>To provide CPD opportunities for teachers and staff to understand sensory processing preferences and challenges</p>	<p>Teachers/Staff are able to plan and provide opportunities for children with sensory needs to show improved focus and engagement</p>	<ul style="list-style-type: none"> • AHT supported by the SENCo to provide an intro training session for staff on sensory needs and strategies (Oct 24). • Within the meeting teacher to complete sensory profiles for children experiencing sensory processing challenges in class. • From those profiles teacher/SENCo identify children in each class who may benefit from sensory circuits. <p>November 2024 onwards</p> <ul style="list-style-type: none"> • SENCo/Lead Practitioner/SLT observe sensory circuits and improve practice. • SENCo to monitor intervention records and impact on children's behaviour. 	<p>Increase staff knowledge/understanding.</p> <p>The classroom environments and evidence informed interventions are having the intended impact i.e. The children successfully accessing QFT and targeted intervention. What impact is this having on progress and attainment?</p> <p>*Are the children making good/accelerated progress?</p>	<p>SENIT training resources £2,000</p>
<p>To create a sensory friendly classroom environment</p>	<p>School fosters a culture of inclusion where sensory needs are regularly considered in teaching strategies and school-wide activities</p>	<ul style="list-style-type: none"> • Following meeting in Oct 24, staff to modify classrooms based on the results of the sensory profiles created. This may include access to sensory support or quiet spaces for children to regulate. • SENCO/SENCO support to order sensory tools for each classroom. <p>November 2024 onwards</p> <ul style="list-style-type: none"> • Teachers to ensure sensory tools are accessible i.e. fidgets, noise-cancelling headphones, wobble seat, visual timer, breathing visuals. • Teachers to modify their seating arrangements. Offer a range of seating options – soft cushions, floor seating, standing (when appropriate). • During half-termly positivity and leverage drop ins, SENCO/ SLT to track progress on how adaptations are impacting learning and engagement. 		<p>Sensory trolleys in each classroom to be provided. £500</p> <p>Sensory tools to include, ear defending, fidget tools, wobble cushion, visual timer, breathing visuals £500</p>

Ongoing development of the Rainbow Room specially for autistic children as an extension of mainstream classroom provision				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
Enhance the provision for autistic pupils	Increased pupil well-being & engagement	<p>Autumn Term 2024</p> <ul style="list-style-type: none"> Undertake an audit of the provision we currently provide in Rainbow Room. This should be done in conjunction with the SEND team from LCC and include the physical space, the resources available and the staff knowledge and training. <p>Spring Term 2025 – Physical</p> <ul style="list-style-type: none"> From the audit, enhance the classroom and sensory space to develop a sensory friendly environment tailored to autistic children's needs with and equipped sensory space with resources like weighted blankets, robust sensory equipment and lighting. Create/develop distinct areas within the Rainbow Room for sensory regulations, social interactions and individual learning, based on the guidance of autism specialists (STARS) <p>Spring Term 2025 – Human</p> <ul style="list-style-type: none"> SENCo to plan training for staff on autism awareness, sensory processing and strategies for supporting autistic children in Rainbow Room and mainstream class. Teacher include strategies to support sensory sensitivities, SALT targets, IBPs plans that cater to each child's needs. SENCo/Teacher/Autism Lead/STARS create IEP's that outline special goals for each child, detailing how the Rainbow Room supports these goals. <p>Ongoing</p> <ul style="list-style-type: none"> SENCO/SLT conduct regular monitoring and progress visits to Rainbow Room. Teacher to schedule regular reviews and adjust support plans as necessary based on feedback from teachers, support staff and parents. 		Improvements to the room £20,000

<p>To increase parent/carer engagement</p>	<p>Parents and Carers have a stronger connection to their child's daily learning and progress</p>	<p>Spring Term 2025</p> <ul style="list-style-type: none"> • SENCo/teacher plan opportunities for parents to observe the Rainbow Room in use and provide feedback, ensuring transparency and collaboration. • SENCo/teacher offer informal sessions for p/c's for parents understand the purpose and benefits of the Rainbow Room, and share strategies that they can apply at home. • SENCO/teacher introduce the Dojo app to enhance communication, share successes and provide messages and updates, resulting in higher engagement. • SENCO/teacher offer parents a tutorial session on how to navigate and use ClassDojo effectively. • Teacher encourages parents to use the messaging tool to provide feedback, ask questions or request updates. 		<p>Class Dojo £500</p>
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Focus Area – EYFS				
What Ofsted said in November 2021				
<ul style="list-style-type: none"> Experienced team of teachers understand the needs of the children Children are in routines and have learning attitudes that prepare them for Year 1 at the end of Reception Indoor and outdoor provision reflects the needs of the children T4W and Maths Mastery taught from Nursery with Phonics and Early Reading is a priority in EYFS Children have opportunities to write in discrete writing lessons, in addition to across the curriculum 				
Where we will be in 2026				
<ul style="list-style-type: none"> Provision differentiated to suit the needs of all learners & children taking responsibility for and leading their own learning to record their own observations Our Early Years to be a Beacon example for supporting Communication and Language and PSED Children to have similar experiences regarding trips as the teachers' own children Every child who leaves Reception can read at least a simple sentence Exceptional parent support in EYFS with in home support and parental workshops available for parents and carers 				
How we will begin to get there				
<ul style="list-style-type: none"> Address Communication and Language as it is the biggest barrier to children progressing in the curriculum and provision Embed Phase 1 phonics, T4W, maths and gross motor skills in Nursery Read the children daily stories as many do not hear them at bedtime Assessments need to inform interventions to address gaps in children's learning in both Reception and Nursery 				
Priority Leader: Elisa Whitfield		Gov Com: Teaching and Learning		Link Gov: Iain Cunningham
Cost: £3000				
EYFS curriculum that meets the needs of the children in our community				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
To continue to develop a curriculum that meets the current PSED and Communication needs of the children in EYFS.	Children have deeper learning experience that prepares them for the next year of learning.	<p>Autumn Term</p> <ul style="list-style-type: none"> From the Sept 24 baseline, Identify the PSED needs of children entering N & Rec. Working alongside staff, EW to set up non-negotiable experiences for Nursery that also includes PSED opportunities. Working alongside staff, EW to ensure Nur curriculum is split into N1 & N2. From Sept 24, all EYFS topics to last 1 term in order to deepen learning. Intro 'Colour Monsters' to the curriculum to aid PSED development. <p>Spring Term 2025</p> <ul style="list-style-type: none"> EW and leaders to monitor effectiveness of the curriculum through learning walks and observations of staff assessment. EW and SENCo monitor the effectiveness of interventions to support PSED. 	We are meeting the needs of children and addressing issues that may impact on their future learning.	No cost

Provision is developing the skills of the children				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
To ensure that continuous provision improves the development of the whole child through creating differentiation of resources that improve the skills of all children.	Children are challenged during provision time at the point of their development.	<ul style="list-style-type: none"> EW to have subscribed to ABC Does to access research to support development of continuous provision. EW to audit the environments and create class action plans. EW to audit resources to see how they challenge children in Nur & Rec. EW to have created a document outlining the expectations of provision based on associated research. EW and leaders to monitor effectiveness of the curriculum through learning walks and observations of staff assessment. 	Improved behaviour through children independently accessing challenge within provision. Resources will meet the needs of the children at their level and allow the progression of all groups of learners.	A range of differentiated resources within each area – to be listed after initial audit. £2000
To improve standards in Literacy and Maths in EYFS				
Objectives	Success Criteria	Specific Actions	What we hope to achieve by this...	Resources
Ensure evidence based interventions are in place and monitored to ensure impact.	Children make good progress, so our GLD is in line with the Leeds Average.	<ul style="list-style-type: none"> EW to audit interventions and evaluate effectiveness. This includes RWI Phonics. Where pos, EW to use outside agencies to evaluate certain interventions. EW to decide which interventions will be in place in Jan 2025 and which will stop. EW to create recording system that allows staff to track and act quickly where children are falling behind. 	More children achieving a good level of development in Early Years. Clear impact of interventions evident.	SLA cost
To improve parental engagement				
Objectives	Objectives	Objectives	Objectives	Objectives
Improve parental engagement in Early Years.	Effective communication between parents and staff on the development and wellbeing of their children. A working partnership between parents and staff that impacts positively on the progress of the child.	<ul style="list-style-type: none"> Promote good attendance in EYFS by communicating importance in phone calls, letters and assessment information. EW to work with M Bassue to set up attend initiatives in Early Years HL to trial Class Dojo in Nursery and if effective, begin in Reception. EYFS staff create displays that share info with parents about key workers, current topics and tips to support learning. EW and LO's plan parent workshops that cover a range of topics to support parents in supporting their children with Phonics, Maths and PSED. 	Children are positively impacted by an improved parent / school partnership. Parents feel comfortable and supported by school.	Cost of display boards in Nursery and Reception £1000