



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



# **Hunslet Carr Primary School**

# **School Improvement Plan**

# **2018-19**

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

Total Cost of Plan £26,800

Last Updated on 27<sup>th</sup> March 2019

**Ofsted Inspection Focus 1:**

- 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:**

- A more rigorous approach to monitoring of teaching and learning with clear targets and timeframes for improvement where standards require improvement.
- Leader’s working with other partners, LA SIA, Family of Schools to moderate and ensure the accuracy of judgements.

Priority Leader: Martin Lumb		Gov Com: Joint Review Group	Link Gov: Kevin Birkin	Cost £1,000
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p><b>Implement a more robust system of staff appraisal</b></p> <p><b>For teaching across KS2 to become consistently effective</b></p>	<ul style="list-style-type: none"> <li>• 90% of teachers to be at least good</li> <li>• 90% of SS to be successful</li> </ul>	<ul style="list-style-type: none"> <li>• All Actions have been completed and put in place</li> <li>• Termly reviews are in place, with the summer and autumn reviews set to take place</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers PM results have been fed back to the Resource Committee in both the Autumn and Spring term</li> <li>• Results will continue to be shared in the Summer and Autumn term</li> <li>• Chair of Governors (CoG) to be informed of any staff who are on a 3 or 6 week support plan within the first week of the plan</li> <li>• CoG to be informed of the outcome of the support plan at the end of the 3<sup>rd</sup> or 6<sup>th</sup> week.</li> </ul>	<p>AHTs and SLT time to monitor performance - No Cost</p> <p>Release time for staff who are on support plans to meet weekly with their line manager - No Cost</p>
<p><b>Implement a more rigorous system of monitoring so that ineffective practice is recognised quicker and support is put in place to address this weakness</b></p>	<ul style="list-style-type: none"> <li>• Ineffective practice seen in: <ul style="list-style-type: none"> <li>• Lesson Obs</li> <li>• Morning Meets</li> <li>• Book Trawls</li> <li>• Learning Walks</li> </ul> </li> <li>Is addressed quickly and teachers given specific advice and 3 weeks to correct</li> </ul>	<ul style="list-style-type: none"> <li>• All Actions have been completed and put in place</li> <li>• AHTs will continue to monitor standards as set out in the assessment calendar and where teachers fall below the required standards – a 3 week monitoring period will take place</li> </ul>	<ul style="list-style-type: none"> <li>• Chair of Governors to be informed of any staff who are on a 3 or 6 week support plan within the first week of the plan</li> <li>• CoG to be informed of the outcome of the support plan at the end of the 3<sup>rd</sup> or 6<sup>th</sup> week.</li> </ul>	<p>AHTs and SLT time to monitor performance - No Cost</p> <p>Release time for staff who are on support plans to meet weekly with their line manager - No Cost</p>

<p><b>Assistant headteachers (AHTs) are more aware of the standards of achievement and teaching and learning in their phase so that they are able to support and challenge the staff they manage</b></p>	<ul style="list-style-type: none"> <li>• AHTs are aware of the: <ul style="list-style-type: none"> <li>• Yellow Gap Target Children</li> <li>• Pupil Premium</li> <li>• SEND</li> </ul> </li> <li>Children in their phase and their current outcomes</li> <li>• AHTs are aware of the teaching standards in their phase and are supporting any teachers who require it</li> </ul>	<ul style="list-style-type: none"> <li>• All Actions have been completed and put in place</li> <li>• AHTs are responsible for checking that the action plans created during pupil progress meetings are being undertaken and that they are having an impact on the children's outcomes</li> <li>• Where the action plans are not having an impact they are reviewed and rewritten</li> </ul>	<ul style="list-style-type: none"> <li>• JRG received termly assessment reports indicating the % of children at the ARE and the % of children making at least expected progress in Autumn and Spring and will do so in the summer</li> <li>• During visits to school over the year by JR to ensure that the school is focused on the yellow gap children and those children who are falling below their line of good progress – JR to feedback to ML, FP and AHTs if the school is not robust enough in tackling underperformance</li> </ul>	<p>AHTs and SLT time to attend training and target setting meetings - No Cost</p>
<p><b>the GB challenge leaders at all levels and seeks a range of evidence so that they are sure that changes made this year are having the required impact</b></p>	<ul style="list-style-type: none"> <li>• Governors have the skills and knowledge to seek the information that will support them to challenge leaders</li> <li>• Governors will focus on the impact of actions taken rather than the action itself</li> </ul>	<ul style="list-style-type: none"> <li>• Governors to attend all in-school monitoring so that they are aware of the strengths and areas to develop</li> <li>• To recruit 2 new governors to serve on the governing board</li> <li>• Governors to invite subject leaders, AHT and other staff members in school to committee meetings in order to gain a range of evidence</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• CoG and JR to have copies of all minutes from the various committees to ensure that governors are asking sufficiently challenging questions of leaders and that secondary sources of information are sought for key questions</li> <li>• CoG to monitor the number of visits to school and to ensure that governors are present enough to challenge school leaders.</li> </ul>	<p>Governor Training - £1,000</p>

**Ofsted Inspection Focus 2:**

- 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.

**School Response:**

- A sharper focus on all groups of learners making progress, particularly boys and middle/high prior attainment at KS1.

**Priority Leader: Martin Lumb**

**Gov Com: Joint Review Group**

**Link Gov: Claire Krasinski**

**Cost: £1,000**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Resources
<p><b>For the school to have a target setting and review process that is effective in ensuring children make at least expected progress and attain at the appropriate level</b></p>	<ul style="list-style-type: none"> <li>• 85% of children make at least expected progress in all year groups</li> <li>• Children in each class attain at least the level expected for FFT50 in RWM</li> </ul>	<ul style="list-style-type: none"> <li>• All Actions have been completed and put in place</li> <li>• AHTs are responsible for checking that the action plans created during pupil progress meetings are being undertaken and that they are having an impact on the children's outcomes</li> <li>• Where the action plans are not having an impact they are reviewed and rewritten</li> </ul>	<ul style="list-style-type: none"> <li>• JRG received termly assessment reports indicating the % of children at the ARE and the % of children making at least expected progress in Autumn and Spring and will do so in the summer</li> </ul> <p>During visits to school over the year by JR to ensure that the school is focused on the yellow gap children and those children who are falling below their line of good progress – JR to feedback to ML, FP and AHTs if the school is not robust enough in tackling underperformance</p>	<p>AHTs and SLT time to attend training and target setting meetings</p> <p>- No Cost</p>
<p><b>written feedback in children's books leads to children making rapid progress</b></p>	<ul style="list-style-type: none"> <li>• All teachers are following the school's feedback and marking clarity document</li> <li>• 85% of children make at least expected progress in all year groups</li> </ul>	<ul style="list-style-type: none"> <li>• All Actions have been completed and put in place</li> <li>• AHTs will continue to monitor standards as set out in the assessment calendar and where teachers fall below the required standards – a 3 week monitoring period will take place</li> </ul>	<ul style="list-style-type: none"> <li>• Chair of Governors to be informed of any staff who are on a 3 or 6 week support plan within the first week of the plan</li> <li>• CoG to be informed of the outcome of the support plan at the end of the 3<sup>rd</sup> or 6<sup>th</sup> week.</li> </ul>	<p>AHTs and SLT time to monitor performance</p> <p>- No Cost</p> <p>Release time for staff who are on support plans to meet weekly with their line manager</p> <p>- No Cost</p>

**Ofsted Inspection Focus 3:**

- 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:**

- A systematic approach to the teaching of six key reading skills that combines whole class shared reading with group guided reading.
- 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.
- Consistent application of the school's handwriting scheme, beginning in EYFS with the teaching of correct letter formation.

**Priority Leader: Kate Standish  
Elisa Whitfield**

**Gov Com: Joint Review Group**

**Link Gov: Claire Burgess**

**Cost: £3,300**

**Objectives**

**Success Criteria**

**Specific Actions**

**Monitoring arrangements**

**Resources**

**to ensure that our new approaches to the teaching of English are leading to chd making at least expected progress and achieving FFT50 %**

- 85% of children make at least expected progress in all year groups in English
- Children in each class attain at least the level expected for FFT50 in RW

- All Actions have been completed and put in place
- English Leaders will continue to monitor standards as set out in the English Clarity Document during the Summer term
- Where teachers fall below the required standards – a 3 week monitoring period will take place
- English Leaders to meet with the English Leaders from Windmill and to update their action plan
- English Leaders to work with Steve Dawson in the Summer term to ensure that the teaching of Reading is as effective as it should be
- English Leaders to work with all teaching staff to ensure that teaching caters for all learners including the SEND children

- The teaching of English was discussed in the Autumn JRG meeting
- It will continue to be discussed in the JRG meetings over the coming terms
- Steve Dawson's NOVAC of his Summer visit to be shared with the JRG

KS, EW and SLT time to monitor performance  
- No Cost

<b>Ofsted Inspection Focus 4:</b>				
<ul style="list-style-type: none"> <li>The teaching of problem-solving and reasoning is inconsistent. This limits pupils' ability to reach the higher levels in maths.</li> </ul>				
<b>School Response:</b>				
<ul style="list-style-type: none"> <li>A whole school approach to mastery maths using the scheme, 'Maths No Problem!'.</li> </ul>				
<b>Priority Leader: Charlie Sharpe</b>		<b>Gov Com: Joint Review Group</b>		<b>Link Gov: Kevin Birkin</b>
<b>Cost: £14,000</b>				
<b>Objectives</b>	<b>Success Criteria</b>	<b>Specific Actions</b>	<b>Monitoring arrangements</b>	<b>Resources</b>
<b>whole school training and support in the teaching of mastery maths (MNP!) to take place and through monitoring leaders ensure that children are making progress</b>	<ul style="list-style-type: none"> <li>85% of children make at least expected progress in all year groups in Maths</li> <li>Children in each class attain at least the level expected for FFT50 in M</li> </ul>	<ul style="list-style-type: none"> <li>All Actions have been completed and put in place</li> <li>The Maths Leader will continue to monitor standards as set out in the Maths Clarity Document during the Summer term</li> <li>Where teachers fall below the required standards – a 3 week monitoring period will take place</li> <li>The Maths Leader to meet with the Maths Leaders from Windmill and to update the action plan</li> <li>The Maths Leaders to work with the leader of the TRG in the Summer term to ensure that the teaching of Mastery Maths is as effective as it should be</li> <li>The Maths Leader to work with all teaching staff to ensure that teaching caters for all learners including the SEND children</li> </ul>	<ul style="list-style-type: none"> <li>The teaching of Maths was discussed in the Spring JRG meeting</li> <li>It will continue to be discussed in the JRG meetings over the coming terms</li> <li>The TRGs NOVAC from the Summer visit to be shared with the JRG</li> </ul>	CS and SLT time to monitor performance - No Cost

**Ofsted Inspection Focus 5:**

- 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:**

- Improved provision and staffing in the outdoor space to ensure that children, particularly boys are able to improve their core skills of reading, writing and maths.
- A consistent approach to the teaching of early writing is in place so that children are prepared for KS1.

<b>Priority Leader: Amy Paoli</b>		<b>Gov Com: Joint Review Group</b>		<b>Link Gov: Claire Krasinski</b>	<b>Cost: £2,600</b>
<b>Objectives</b>	<b>Success Criteria</b>	<b>Specific Actions</b>	<b>Monitoring arrangements</b>	<b>Resources</b>	
<b>for teaching within EYFS to continue to be effective with the intro of new teaching staff &amp; new techniques</b>	<ul style="list-style-type: none"> <li>• 85% of children make at least expected progress from their Sept Baseline</li> </ul>	<ul style="list-style-type: none"> <li>• All Actions have taken place and have had a significant impact on children's learning in all areas of learning</li> </ul>	<ul style="list-style-type: none"> <li>• The school's work with the LA and Sarah Coltman shows the impact that changes have had on children's learning</li> <li>• Standards in EYFS are to be discussed in the Summer JRG meeting</li> </ul>		
<b>Ensure that English learning takes place outside where boys tend to play</b>	<p>English learning outside is evident in the school's internal monitoring and external monitoring i.e. LA learning review</p> <ul style="list-style-type: none"> <li>• Boy's attainment in Reading, Writing and Maths is equal to or better than boys attainment in schools with a similar context</li> </ul>	<ul style="list-style-type: none"> <li>• All Actions have taken place and have had a significant impact on children's learning in all areas of learning</li> <li>• Amy P continues to develop the outdoor learning environment so that it provides excellent experiences for our children</li> <li>• Amy P continues to develop the skills of EYFS staff to make the best use of the outside provision</li> </ul>	<ul style="list-style-type: none"> <li>• The school's work with the LA and Sarah Coltman shows the impact that changes have had on children's learning</li> </ul>	Cost of outdoor resources - £1,000	
<b>develop the skills of the support staff so that they are able to support children to know their next steps in phonics, reading, maths and other areas of the curriculum</b>	<ul style="list-style-type: none"> <li>• Ineffective practice seen in:             <ul style="list-style-type: none"> <li>• Lesson Obs</li> <li>• Morning Meets</li> <li>• Learning Walks</li> </ul> </li> </ul> <p>Is addressed quickly and support staff given specific advice and 3 weeks to correct</p>	<ul style="list-style-type: none"> <li>• All Actions have taken place and have had a significant impact on children's learning in all areas of learning</li> <li>• Amy P continues to develop the skills of EYFS staff to make the best use of the provision</li> <li>• Further training for EYFS staff is planned so that they continue to be skilled in moving children's learning forward</li> </ul>	<ul style="list-style-type: none"> <li>• The school's work with the LA and Sarah Coltman shows the impact that changes have had on children's learning</li> </ul>	Overtime costs for SS training - See Above	

**Ofsted Inspection Focus 6:**

- Behaviour requires improvement because pupils do not always demonstrate positive attitudes to learning.

**School Response:**

- A school-wide consistent approach to behaviour management and relationships.
- The introduction of a consistent Wave approach to the interventions put in place to support good behaviour.

<b>Priority Leader: Martin Lumb</b>		<b>Gov Com: Pupil Support Committee</b>	<b>Link Gov: Clare Davison</b>	<b>Cost: £4,900</b>
<b>Objectives</b>	<b>Success Criteria</b>	<b>Specific Actions</b>	<b>Monitoring arrangements</b>	<b>Resources</b>
<b>following training, to ensure that all staff have an understanding of the school's behaviour policy and procedures and that they use restorative strategies to improve children's behaviour</b>	<ul style="list-style-type: none"> <li>• Children, parents and staff report that behaviour has improved through the results of their surveys</li> <li>• Through a range of monitoring in school, behaviour is a strength</li> </ul>	<ul style="list-style-type: none"> <li>• All Actions have been undertaken</li> <li>• While 97% of all Trackit light interactions are positive the school needs to continue to find ways to deal with the behaviour needs of some children</li> <li>• Redesign Nurture provision so that high tariff children are taught separately from the rest of their class</li> </ul>	<ul style="list-style-type: none"> <li>• Various committee have received behaviour reports half-termly</li> </ul>	Cost of Paul Carlisle - £2,500
<b>to work with the LA in challenging persistent absence through fast track procedures and gathering evidence for case work</b>	<ul style="list-style-type: none"> <li>• The % of PAs is equal to or less than the cluster average</li> </ul>	<ul style="list-style-type: none"> <li>• All Actions have been undertaken</li> <li>• School's attendance is currently below the target we have set</li> <li>• More vigorous performance management of the Attendance Officer so that procedures are followed quicker and poor attendance is tackled more robustly</li> </ul>	<ul style="list-style-type: none"> <li>• Various committee have received attendance reports half-termly</li> </ul>	Cost of Attendance SLA with LA - £2,400

<b>Focus 7:</b>				
<ul style="list-style-type: none"> <li>To ensure that SEND provision is effective in all classrooms.</li> </ul>				
<b>School Response:</b>				
<ul style="list-style-type: none"> <li>A school-wide consistent approach to providing for all learners during English and Maths lessons.</li> <li>The introduction of a consistent approach to the interventions put in place to support SEND learners</li> </ul>				
<b>Priority Leader: Martin Lumb</b>		<b>Gov Com: JRG</b>		<b>Link Gov:</b>
				<b>Cost:</b>
<b>Objectives</b>	<b>Success Criteria</b>	<b>Specific Actions</b>	<b>Monitoring arrangements</b>	<b>Resources</b>
<b>For SEND children to access effective provision within Quality First Teaching (QFT)</b>	<ul style="list-style-type: none"> <li>85% of children make at least expected progress in all year groups including those with a recognised SEN</li> <li>85% of all lesson observations show that provision for all children within the lesson was effective</li> <li>Evidence from book scrutinies show effective provision for SEND children</li> </ul>	<ul style="list-style-type: none"> <li>All teachers and support staff to be given a copy of the school's SEND review and clear, consistent message about how children with SEND are to be provided for by the HT, CoG, Patrick Kelly and the SENCo (Date TBC)</li> <li>Patrick Kelly to train all members of the SLT on the best practice for monitoring SEND provision within QFT (26<sup>th</sup> June)</li> <li>At least half of all summer term observations to include the SENCo (June)</li> <li>Patrick Kelly or a member of the SENIT team to train teachers and support staff on the best practice of including SEND children in QFT (Date TBC)</li> <li>New Performance Management criteria for the SENCo to ensure that the above actions are impacting on outcomes for SEND children</li> </ul>	<ul style="list-style-type: none"> <li>The JRG will receive reports on the actions taken so far and the impact on children's outcomes at least termly.</li> </ul>	
<b>For Support Staff to be effectively deployed across the school</b>	<ul style="list-style-type: none"> <li>The school to work with LCC to ensure that support staff are being deployed in line with best practice</li> <li>85% of all lesson observations show that outcomes for children were improved by the presence of support staff</li> </ul>	<ul style="list-style-type: none"> <li>Sarah Bramham to complete the annual SEND report that states the current level of SEND need in the school (June 30<sup>th</sup>)</li> <li>Patrick Kelly, Jackie Reid and Jon Hairsine to support the SLT on designing the model of support staff that will best meet the needs of our children as set out in the SEND report (Date TBC)</li> <li>Work with FusionHR and the trade unions to ensure that any decision made about the nature of the support staff is fair and transparent (Date TBC)</li> <li>Patrick Kelly or a member of the SENIT team to train teachers and support staff on the best practice of including SEND children in QFT (Date TBC)</li> </ul>	<ul style="list-style-type: none"> <li>The JRG will receive reports on the actions taken so far and the impact on children's outcomes at least termly.</li> <li>The Resource committee will receive reports on the deployment of the support staff and any changes that need to be made at least termly.</li> </ul>	

		<ul style="list-style-type: none"> <li>Following the deployment of the support staff to conduct a learning review with either Patrick Kelly or Jackie Reid to ensure that support staff are now making a difference to the outcomes for all children (including SEND) within lessons (Date TBC)</li> </ul>		
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Assessment Calendar: 2018-19 Summer Term

<b>Key =</b>			<b>Assessment Data</b>		<b>SLT</b>		<b>Training</b>
<b>Week</b>	<b>School Activity</b>	<b>Key Assessment Dates Whole School</b>		<b>Monitoring/Evaluation To be carried out by SLT</b>		<b>Meetings</b>	

<p><b>Week 1</b> <b>Mon</b> <b>15<sup>th</sup> Apr</b></p> <p><b>4 Days –</b> <b>Good</b> <b>Friday</b></p>	<p><b>Behaviour Week 1</b></p>	<p><b>Thursday 18<sup>th</sup> – 12.00 – 1.00</b> <b>SLT and Inclusion Team (Support Centre)</b> <b>Nurture Meeting</b></p> <ul style="list-style-type: none"> <li>• Lead by Amy P</li> <li>• New name for Nurture</li> <li>• What will the provision be like</li> <li>• Which children will take part</li> <li>• Staffing and Timetable</li> <li>• Quality Assurance of Sessions</li> </ul>	<p><b>Wednesday 17<sup>th</sup> – 3:30 – 5.00</b> <b>SLT Meeting – SLT (Martin's Office)</b> <b>Various Items</b></p> <ul style="list-style-type: none"> <li>• Feedback from Music Fed SLT</li> <li>• Lesson Obs Timetable</li> <li>• Office Vibe</li> </ul> <p><b>Thursday 18<sup>th</sup> – 1.00 – 3.30</b> <b>AHT Meeting (AHT Office)</b> <b>Book Trawl with Jackie Reid</b></p>	<p><b>Tuesday 16<sup>th</sup> – 3.35 – 5.30</b> <b>Staff Meeting – All Staff (School Hall)</b> <b>Behaviour Staff Meeting</b></p> <ul style="list-style-type: none"> <li>• Principles behind our Behaviour</li> <li>• What is our Behaviour Policy?</li> <li>• How to apply the Behaviour Policy</li> <li>• #30 Things for summer</li> </ul>
<p><b>Week 2</b> <b>Tues</b> <b>23<sup>rd</sup> Apr</b></p> <p><b>4 Days –</b> <b>Easter</b> <b>Monday</b></p>	<p><b>Behaviour Week 2</b></p>	<p><b>Wednesday 24<sup>th</sup> – 2.00 – 4.00</b> <b>SLT, SENCo and Advisors (Staff Room)</b> <b>SEND Action Planning Review</b></p> <ul style="list-style-type: none"> <li>• What did our SEND review say?</li> <li>• What actions do we want to take forward?</li> <li>• Write an action plan to achieve this</li> </ul> <p><b>Nursery Data Session with Amy and Sam</b></p>	<p><b>Tuesday 23<sup>rd</sup> – 3.30 – 4.30</b> <b>SLT Meeting – SLT (Martin's Office)</b> <b>Feedback from the Facilitation Session</b></p> <ul style="list-style-type: none"> <li>• Facilitator to explain the current views of staff team</li> <li>• SLT to explore suggestions</li> </ul> <p><b>Teachers to be observed between now and Friday 24<sup>th</sup> May as set out in Lesson Obs timetable</b></p>	<p><b>Tuesday 23<sup>rd</sup></b> <b>Staff Meetings – All Day (Staff Room)</b> <b>Facilitation Session</b></p> <ul style="list-style-type: none"> <li>• 1/3 of all staff to attend 1 of 3 sessions during the day</li> <li>• Session 1 = 9.00 – 10.30</li> <li>• Session 2 = 11.00 – 12.30</li> <li>• Session 3 = 1.30 – 3.00</li> </ul>
<p><b>Week 3</b> <b>Mon</b> <b>29<sup>th</sup> Apr</b></p>	<p><b>Practice SAT Week</b></p>	<p><b>Martin to meet the AHTs for a chat about school and their wellbeing</b></p> <p><b>Book Trawls (Martin's Office)</b> <b>Tuesday – Year 3/4 Book Trawl</b> <b>Wednesday – Year 5/6 Book Trawl</b> <b>Thursday – Year 1/2 Book Trawl</b></p>	<p><b>Wednesday 1<sup>st</sup> – 3.30 – 5.00</b> <b>SLT Meeting – SLT (Martin's Office)</b> <b>SEF</b></p> <ul style="list-style-type: none"> <li>• Introduce clarified roles and responsibilities for SLT</li> <li>• Introduce new format &amp; Set AHTs the task of completing their sections</li> <li>• Agree End of Year Report form</li> </ul>	<p><b>Tuesday 30<sup>th</sup> – 3.35 – 4.35</b> <b>Staff Meeting – Teachers (Beech Class)</b> <b>Effective use of Teaching Assistants</b></p> <ul style="list-style-type: none"> <li>• Lead by Elisa W</li> <li>• Feedback from Jackie Reid's Learning walk</li> <li>• Expectations on your use of TA</li> <li>• Expectations of your TA</li> </ul>

<p><b>Week 4</b> Tues 7<sup>th</sup> May</p> <p>4 Days – Bank Hol Monday</p>	<p><b>Year 2 SPAG SAT</b> Week</p>	<p>AHTs to meet the teachers in their phase for a chat about school and their wellbeing</p>	<p><b>Learning and Environment Walk Week</b> Carried out by AHT and one other SLT member during their AHT release time</p> <ul style="list-style-type: none"> <li>• Focus will be on Behaviour and whether ideas discussed on Tuesday 16<sup>th</sup> are being used</li> </ul>	<p>Tuesday 7<sup>th</sup> – 3.35 – 4.35 Staff Meeting – Teachers (Willow Class) Book Trawls</p> <ul style="list-style-type: none"> <li>• General Feedback from the school book trawls</li> <li>• In Phases teachers looking at 5 books from each class</li> <li>• Hand out End of Year Report format</li> </ul>
<p><b>Week 5</b> Mon 13<sup>th</sup> May</p>	<p><b>Year 6 SAT Week</b></p>			<p>Tuesday 14<sup>th</sup> – 3.35 – 4.35 Staff Meeting – Teachers (Various Rooms) Mini Pupil Progress Meetings</p> <ul style="list-style-type: none"> <li>• AHT to lead Mini Pupil Progress follow up meetings, based on agreed focus children from Spring Pupil Progress meetings</li> </ul>
<p><b>Week 6</b> Mon 20<sup>th</sup> May</p>	<p><b>Year 2 Reading &amp; Maths SAT Week</b></p>	<p>Martin to meet the AHTs for a chat about school and their wellbeing</p>	<p>Wednesday 22<sup>nd</sup> – 3.30 – 5.00 SLT Meeting – SLT (Martin's Office) SEF</p> <ul style="list-style-type: none"> <li>• AHTs bring back their sections of the SEF</li> <li>• Bring the SEF together</li> </ul> <p>Tuesday 28<sup>th</sup> – All Day SLT Away Day at The Village South</p> <ul style="list-style-type: none"> <li>• Teachers and Classes</li> <li>• TA Deployment</li> <li>• Ideas for 2019-20</li> </ul>	<p>Tuesday 21<sup>st</sup> – 3.35 – 4.35 Staff Meeting – Teachers (Spruce Class) T4W</p> <ul style="list-style-type: none"> <li>• Agenda TBC by Elisa/Kate</li> <li>• Introduce teachers to <a href="https://readable.com/text">https://readable.com/text</a></li> <li>• A website that gives the reading age of any text that you cut and paste into it</li> </ul>

**Notes:**

<b>Week 7</b> <b>Mon</b> <b>3<sup>rd</sup> Jun</b>	<b>Assessment Week 1</b>  <b>EYFS LA Moderation</b> <b>Thur 6<sup>th</sup> Jun</b>	<p>Teachers to set tasks that will allow them to assess the children's strengths in Writing, Reading and Maths</p> <p>Teachers should also allow time over this and the next week to assess the children in Year 1,3,4 and 5 using NFER tests.</p> <p>AHTs to meet the teachers in their phase for a chat about school and their wellbeing</p>		<b>Tuesday 4<sup>th</sup> – 3.35 – 4.35</b> <b>Staff Meeting – Teachers (Ash Class)</b> <b>Writing Moderation (lead by Gary L)</b> <ul style="list-style-type: none"> <li>• Agenda TBC by Gary</li> </ul>
<b>Week 8</b> <b>Mon</b> <b>10<sup>th</sup> Jun</b>	<b>Assessment Week 2</b>  <b>Phonics Check</b> <b>Week</b>	<p>Continue to set any assessment tasks as part of Assessment Week 2.</p> <p>By 3pm on Friday 14<sup>th</sup> June:  KS1 and KS2 Staff to have:</p> <ul style="list-style-type: none"> <li>• Update the yellow box/class tracker sheets for Summer Term</li> <li>• Update BSquared Assessments</li> <li>• Update EAL Assessments</li> </ul> <p>EYFS Staff to ensure Early Essence is up to date</p>	<b>Wednesday 12<sup>th</sup> – 3.35 – 5.00</b> <b>SLT Meeting – SLT (Martin's Office)</b> <b>Leadership Wellbeing</b> <ul style="list-style-type: none"> <li>• Ideas around Sleep</li> <li>• Ideas around Time Management</li> <li>• Ideas around positive thinking</li> </ul>	<b>Tuesday 11<sup>th</sup> – 3.35 – 4.35</b> <b>Staff Meeting – Teachers (Cedar Class)</b> <b>Assessment</b> <ul style="list-style-type: none"> <li>• TBC</li> </ul>
<b>Week 9</b> <b>Mon</b> <b>17<sup>th</sup> Jun</b>	<b>Year 4 Residential</b> <b>Mon - Wed</b>	<p>All Teachers to receive their Pupil Progress Meeting forms by Friday 21<sup>st</sup> June</p>	<b>Learning and Environment Walk Week</b> <b>Carried out by AHT and one other SLT member during their AHT release time</b> <ul style="list-style-type: none"> <li>• Focus will be on Behaviour and whether ideas discussed on Tuesday 16<sup>th</sup> April are being used</li> </ul>	<b>Tuesday 18<sup>th</sup> – 3.35 – 4.35</b> <b>Phase Meetings led by AHTs – Teachers and TAs (Optional) (In AHT classroom)</b> <ul style="list-style-type: none"> <li>• Part of agenda based on restorative practice</li> </ul>

**Notes:**

<b>Week 10</b> <b>Mon</b> <b>24<sup>th</sup> Jun</b>	<b>Reports to Phase Leaders by 28<sup>th</sup> June</b>  <b>AHTs reports to Martin by 28<sup>th</sup> June</b>	<b>Pupil Progress Meeting Week</b>  <b>SLT to review all internal assessment data</b> <ul style="list-style-type: none"> <li>• Standards in Rec/KS1/KS2</li> <li>• Groups of learners</li> </ul> <b>Martin to meet the AHTs for a chat about school and their wellbeing</b>	<b>Wednesday 26<sup>th</sup> – 3.30 – 5.00</b> <b>SLT Meeting – SLT (Martin's Office)</b> <b>Teaching Overview</b> <ul style="list-style-type: none"> <li>• Following all the information available AHTs to update the Overview</li> </ul>	<b>Tuesday 25<sup>th</sup> – 3.35 – 4.35</b> <b>Staff Meeting – Teachers (Oak Class) MNP!</b> <ul style="list-style-type: none"> <li>• Agenda TBC by Charlie</li> </ul>
<b>Week 11</b> <b>Mon</b> <b>1<sup>st</sup> Jul</b>		<b>Martin to analyse the Internal Data</b>	<b>Performance Management Week</b> <ul style="list-style-type: none"> <li>• Meet with teachers to review the 2018 – 19 review cycle indicating whether the person is currently performing at the expected standards</li> </ul>	<b>Tuesday 2<sup>nd</sup> – 3.35 – 4.35</b> <b>Staff Meeting – Teachers and TAs</b> <b>Transition Meeting</b> <ul style="list-style-type: none"> <li>• Current Teacher discussing class with the new Teacher</li> </ul>
<b>Week 12</b> <b>Mon</b> <b>8<sup>th</sup> Jul</b>	<b>Transition Day</b> <b>Wed 10<sup>th</sup> Jul</b>  <b>Reports back to teachers Mon 8<sup>th</sup></b>  <b>Reports to parents on Fri 12<sup>th</sup></b>	<b>EAL Review Meeting Week</b> <b>SEND Review Meeting Week</b>	<b>Wednesday 10<sup>th</sup> – 3.35 – 5.00</b> <b>SLT Meeting – SLT (Martin's Office)</b> <b>Leadership Wellbeing</b> <ul style="list-style-type: none"> <li>• Ideas around Visualisation</li> </ul>	<b>Tuesday 9<sup>th</sup> – 3.35 – 4.35</b> <b>Staff Meeting – Teachers and TAs</b> <b>Transition Meeting</b> <ul style="list-style-type: none"> <li>• Current Teacher discussing class with the new Teacher</li> </ul>

**Notes:**

<b>Week 13</b> <b>Mon</b> <b>15<sup>th</sup> Jul</b>	<b>No PPA</b> <b>Phase release time</b> <b>for summer term</b> <b>planning</b>			<b>Tuesday 16<sup>th</sup> – 3.35 – 4.35</b> <b>Staff Meeting – All Staff (School Hall)</b> <b>Celebration Event</b> <ul style="list-style-type: none"><li>• TBC</li></ul>
<b>Week 14</b> <b>Mon</b> <b>22<sup>nd</sup> Jul</b>  <b>3 Days</b>				<b>Tuesday 23<sup>rd</sup></b> <b>No Staff Meeting</b>
<b>Notes:</b>				