



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



# **Hunslet Carr Primary School**

# **School Improvement Plan**

# **2017-18**

Cross Referenced to the Pupil Premium Strategy

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

Total Cost of Plan £79,200

Last RAG Rated on July 9<sup>th</sup> 2018

**Area of SEF: Effectiveness of Leadership and Management**

**Priority 1: To maintain and further develop the strength of leadership throughout the school**

Priority Leader: **Martin Lumb**      Gov Com: **Resources Committee**      Link Gov: **Kevin Birkin**      Cost of Priority: **£25,100**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of the impact on Pupil Progress?	Resources
<p>1.1 Continue to increase the effectiveness of the governing body</p>	<p>Governors systematically challenge senior leaders within governor meetings by asking questions and seeking evidence</p> <p>Governors are clear on individual and collective responsibilities with regards to monitoring and supporting the school</p> <p>Governors can articulate the school's vision and key priorities for the school year</p>	<p>Governors to know their specific roles and responsibilities (FGB 27<sup>th</sup> Sept)</p> <p>Governors to access CPD that ensures they have the knowledge to ask challenging questions</p> <p>Governing body to organise a timetable of monitoring visits/phone calls throughout the year (FGB 27<sup>th</sup> Sept)</p> <p>Governors to seek multiple sources of evidence to their questions</p> <p>Governors to have a higher profile across the school:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Accompanying Trips</li> <li>• Governor Certificate for Children and Staff</li> <li>• Display Board</li> </ul> <p>Governors to attend a specific meeting for assessment that focuses on performance data and assessment systems within school (17<sup>th</sup> Jan 2018)</p> <p>Governing body to work with the RAISE schools on shared school improvement activities</p> <p>Governors to elect a Pupil Premium Governor who meets with school leaders to support and challenge in this area of improvement (1<sup>st</sup> meeting before Oct half-term 2017)</p>	<p>Link Governor (LG) to check all statutory roles and responsibilities were distributed at FGB 21<sup>st</sup> Sept.</p> <p>LG to ensure courses are booked based on needs to Govs and Gov Action Plan</p> <p>LG to check that HT has distributed the Assessment Calendar at FGB 21<sup>st</sup> Sept and that the CoG has arranged for 2 governors to attend each monitoring activity</p> <p>LG to check that CoG and HT have sent notes and that governors are preparing questions to ask in meetings to challenge leaders and these are recorded in the minutes of meetings</p> <p>LG to check assessment results were circulated at FGB 1<sup>st</sup> Nov and that leaders were challenged about them</p> <p>LG to check that HT has arranged the autumn meeting, that it takes place and that governors understand the data enough to challenge leaders through the minutes of the meeting</p> <p>LG to check the minutes of COGs governance Structure, FGB and committees to ensure that COGs Governance partnership work is taking place</p> <p>LG to check that PP Gov is regularly meeting with DHT to review Pupil Premium Spending and the impact it is having on diminishing the difference</p>	<p>Governors have understood their roles and responsibilities this year.</p> <p>Attendance at meetings has been good and governors have used the information presented to them to ask challenging questions.</p> <p>As a result, the governing body have an accurate knowledge of the school's strengths and areas to develop.</p> <p>Moving forward the governors need to ensure that they have multiple sources of evidence so that they have confidence in the school's judgements.</p>	<p>Governor CPD £1,000</p> <p>Ian Stokes SLA £2,500</p>

<p>1.2 Develop the Senior Leadership Team (SLT)</p>	<p>Leaders focus consistently on improving outcomes for all children through CPD, Training and monitoring activities</p> <p>Leaders have a deep and accurate understanding of the school's effectiveness</p> <p>Leaders focus on the impact of their actions on key areas &amp; feedback to the SLT termly</p> <p>Leaders provide clarity of expectations around key school areas across the staff team</p>	<p>Increase leadership capacity through embedding the AHT structure and providing non-contact leadership time</p> <p>Ensure that there is effective communication between all leaders throughout the year</p> <p>Setting out clear roles and responsibilities in Job Descriptions and Performance Management Targets before 22<sup>nd</sup> Sept</p> <p>Giving a clear message and consistent message from the SLT within meetings through the use of staff meetings and clarity documents</p> <p>Provide opportunities for CPD at a leadership level for all members of the SLT</p> <p>SLT deliver the monitoring detailed in the Assessment Calendar (FGB 27<sup>th</sup> Sept) and use that information to update the SEF Half-termly – See Assessment Calendar for dates.</p> <p>SLT use the SEF to target support in order to consistently improve outcomes for all pupils</p> <p>SLT meet termly (10<sup>th</sup> Jan/25<sup>th</sup> Apr) to assess the progress towards meeting the targets they have set in each phase, focusing on the impact of the PL actions</p>	<p>Link Governor (LG) to check Induction meetings took place before 22<sup>nd</sup> Sept, training on 4<sup>th</sup>/8<sup>th</sup> and 18<sup>th</sup> Sept and PPA calendar in place before the 4<sup>th</sup> Sept</p> <p>LG to check SLT met on 13<sup>th</sup> Sept to agree ways of working and share clarity around roles</p> <p>LG to check that JD meetings took place through minutes of meetings and signed JD forms</p> <p>LG to check that Clarity and Assessment documents are shared with AHTs and then the wider staff team</p> <p>Resource committee to check that PM targets are linked to leadership and pay progression is awarded on the basis of effective leadership</p> <p>LG to check that monitoring detailed has been carried out through Gov visit forms or evidence files</p> <p>LG to check that SEF is updated half-termly as stated in assessment calendar and used to justify specific actions</p> <p>LG to check that PL review meetings have taken place through reading the SLT minutes of the meetings</p>	<p>Leaders have increasingly understood their roles and responsibilities this year and have used their leadership time to improve the areas they lead.</p> <p>There have been numerous SLT meetings to ensure clarity of messages throughout the year.</p> <p>Strong leadership was shown when the HT and Gobs changed the EYFS leader.</p> <p>All member of the SLT have access training that meets their individual needs over the course of the year.</p> <p>The SLT has delivered the Assessment calendar.</p> <p>Moving forward leaders need to ensure that they have triangulated all evidence and matched this to the current Ofsted framework to ensure that the SEF is an accurate reflection of the strengths and areas to develop.</p>	<p>Additional AHT wages and cover costs £8,000</p> <p>3 Days of Cover £600</p> <p>Cost of Leadership Coaching £4,000</p> <p>Cost of NPQML £1,500</p>
---	---	---	---	---	--

<p>1.3 Develop the Inclusion Team</p>	<p>Leaders focus consistently on improving outcomes for vulnerable pupils through CPD, Training and monitoring activities</p> <p>Leaders have a deep and accurate understanding of the needs of vulnerable children in school</p> <p>Leaders focus on the impact of their actions on outcomes for vulnerable children &amp; feedback to the SLT termly</p> <p>Leaders make decision on which provision to continue with based on evaluation of impact</p>	<p>Increase leadership capacity through embedding the new Inclusion structure and providing CPD and guidance</p> <p>Ensure that there is effective communication between all inclusion staff throughout the year</p> <p>Setting out clear roles and responsibilities in Job Descriptions and Performance Management Targets before 22<sup>nd</sup> Sept</p> <p>Giving a clear message and consistent message from the inclusion team under the leadership of Jane Wilson through the use of staff meetings and review meetings</p> <p>Inclusion team to monitoring the impact of interventions and SEND support through the termly collection of both soft and hard data (Nov 17<sup>th</sup>/ Mar 9<sup>th</sup> and Jun 15<sup>th</sup>) use that information to update the SEF.</p> <p>Inclusion team and SLT use the assessment information to target support in order to consistently improve outcomes for all vulnerable pupils – including removing interventions and choosing new interventions based on value for money analysis</p>	<p>Link Governor (LG) to check Induction meetings took place before 22<sup>nd</sup> Sept, training for CP and Attendance during Sept and inclusion meetings weekly from Sept 5<sup>th</sup></p> <p>LG to check inclusion team meets weekly to discuss children causing concern and that CPOMs is effectively rolled out before October 1<sup>st</sup> 2017</p> <p>LG to check that JD meetings took place through minutes of meetings and signed JD forms</p> <p>LG to check that SEND reviews took place with class teachers before Sept 22<sup>nd</sup></p> <p>Pupil Support committee to check that assessment information for vulnerable children is collated and evaluated termly leading to decisions about the most appropriate interventions</p>	<p>Inclusion leaders have established their roles and responsibilities throughout the year as the team has changed with new members.</p> <p>The key areas of SEND, Attendance and Child Protection have all continued to be lead well with the team securing funding for SEND children, Attendance rising to 95.4% and children being protected.</p> <p>Moving forward leaders within school need to have a consistent message around behaviour and referrals to outside agencies.</p> <p>As well as this, we need to consider the proportion of children in each class classed as SEND.</p>	<p>Inclusion CPD budget £1,000</p> <p>5 Days of Cover £1,000</p>
---------------------------------------	---	---	--	--	--

<p>1.4 Develop the leadership skills of the English and Maths leaders</p>	<p>To have the skills to effectively lead a core subject</p>	<p>Faye Pashby to Provide leadership coaching and mentoring of the Eng/Maths leaders during 2017-18</p> <p>Provide NPQML training and support as well as other relevant CPD during 2017-18</p> <p>Invite Eng/Maths leaders to SLT events where they can make valuable contributions or learn valuable skills (see Assessment Calendar and invitations to SLT meetings)</p> <p>Provide opportunities to lead on whole school activities and changes and provide support during these times</p>	<p>Link Governor (LG) check Faye Pashby has meeting with both leaders before 30<sup>th</sup> Sept 2017 to set up the coaching programme</p> <p>LG to check that both leaders are being supported in school through dedicated time and opportunities to lead on their NPQML project</p> <p>LG to check that both leaders are being invited to SLT meetings and through minutes are making valuable contributions</p> <p>Through meetings with governor and minutes of SLT meetings, LG to check that both leaders have the opportunity to lead on whole school projects</p>	<p>Charlie Sharpe, Maths Leader, has been well supported in school and has passed his NPQML.</p> <p>Charlie's strong leadership has made a significant difference to the way Maths has been taught this year.</p> <p>Charlie was able to demonstrate the depth of his knowledge around his subject during the Ofsted inspection.</p> <p>Moving forward Charlie needs to ensure that his actions directly impact on the attainment of children in maths.</p>	<p>Inclusion CPD budget £1,000</p> <p>5 Days of Cover £1,000</p>
<p>1.5 Develop Subject Leadership</p>	<p>To have the skills to effectively lead a foundation subject</p>	<p>Through meetings with Michelle Ward, provide termly coaching and mentoring for foundation subject leaders (Nov 6<sup>th</sup>/Feb 26<sup>th</sup> and Jun 11<sup>th</sup>)</p> <p>Provide clear direction on what is required from subject leaders:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Coverage in their subject</li> <li>• Assessment within their subject</li> </ul> <p>Provide opportunities to lead on whole school activities and provide support during these times</p>	<p>Link Governor (LG) to check that Michelle Ward is meeting with teachers to discuss the effectiveness of Learning and teaching in their subject</p> <p>LG check subject specific action plans are in place by October 6<sup>th</sup> 2017</p> <p>Through evidence files, LG to work with Michelle to check that monitoring has taken place and is having an impact on standards</p> <p>Through discussions with the Michelle Ward, LG to evidence the impact that SLT are having on the wider curriculum and outcomes for children</p>	<p>Michelle Ward has met with subject leaders over the course of the year to ensure that they have created action plans to improve their subject and then monitored the progress made towards those plans during the year.</p> <p>Moving forward Michelle needs to ensure that subject leaders are doing more than just monitoring the subject. She also needs to ensure that there is an accurate assessment system for foundation subjects.</p>	



**Area of SEF: Quality of Teaching, Learning and Assessment**

**Priority 2: To maintain the proportion of teaching rated good or better to at least 90% of which 25% would be outstanding**

Priority Leader: Martin Lumb      Gov Com: Learning and Teaching      Link Gov: Claire Burgess      Cost of Priority: £36,100

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of the impact on Pupil Progress?	Resources
<p>2.1 To have a shared, consistent understanding of what good and outstanding learning looks like</p>	<p>Teachers are clear on what the school defines as good and outstanding teaching of time and as a result,</p> <p>teaching over time improves so that at least 90% is judged to be good and 25% is outstanding</p>	<p>A cohort of 3 teachers to undertake Outstanding Teaching coaching during the autumn term (Dates available from School Calendar)</p> <p>A cohort of 2 HLTAs undertake Consistently Good Teaching coaching during the spring term (Dates available from School Calendar)</p> <p>All staff to understand the school's learning and teaching clarity document and to use this during lesson study in the spring term (On website and staff handbook)</p> <p>Self-Review lesson observations to take place during the autumn and summer terms</p> <p>Regular phase monitoring to take place as timetabled on the assessment calendar (FGB 27<sup>th</sup> Sept):</p> <ul style="list-style-type: none"> <li>• Book Trawls</li> <li>• Learning Walks</li> <li>• Children Interviews</li> </ul> <p>Lesson Study during Spring Term to be undertaken by staff to further improve teaching standards through peer support – See Assessment Calendar</p> <p>NQT Mentoring/ to take place: Matthew Farley = Elisa Whitfield Hayley Kenworthy = Michelle Ward</p>	<p>Link Governor (LG) to check that OT coaching group met on 25<sup>th</sup> September and then undertake the OTC</p> <p>LG to check that CGT coaching group met on 21<sup>st</sup> November and then undertake the CGT</p> <p>LG to check observation lessons have been taught and evidence of self-review meetings have taken place</p> <p>LG to observe a lesson study lesson and be part of process of improvement and support (January 2018)</p> <p>LG to check that PL review meetings have taken place through reading the SLT minutes of the meetings</p> <p>LG to check that NQT mentoring has been carried out and through meetings/discussions with the NQTs that their development needs are being met.</p>	<p>Leaders have delivered all of the actions they set out to at the start of the year.</p> <p>Teaching staff have been trained within school and through the use of self-review and lesson study the staff have had the chance to share expertise.</p> <p>Regular Monitoring has taken place and fed into the Teaching Overview.</p> <p>NQTs have successfully passed their NQT year.</p> <p>88% of teaching good 6% of teaching outstanding</p> <p>Moving forward we need to continue to use the types of monitoring that took place in the Summer term to ensure that we have an accurate picture of the learning and teaching taking place.</p>	<p>18 Days of Cover for OTC £3,600</p> <p>6 Days of Cover for GTC £1,200</p> <p>Cost of Handbook £800</p> <p>4 Days of Cover for Lesson Study £800</p> <p>SLA for NQTs £2,000</p>

<p>2.2 Provide all staff with effective CPD so that they are able to effectively fulfil their role</p>	<p>All staff in school are given access to high quality CPD that impact on their practise and as a result,</p> <p>teaching over time improves so that at least 90% is judged to be good and 25% is outstanding</p>	<p>From the teaching overview and Performance Management targets, clear systems are put in place to identify CPD need (Teaching overview updated on 11<sup>th</sup> Oct/31<sup>st</sup> Jan and 23<sup>rd</sup> May)</p> <p>CPD Coordinator to put in place systems to evaluation and disseminate information after CPD has taken place</p> <p>Ensure the CPD budget is effectively spent through feedback to CPD coordinator, staff questionnaires and reviews of CPD Journals</p> <p>CPD co-ordinator to ensure that training has a Pupil Premium strand and that teachers are reflecting on what Quality WAVE 1 teaching looks like for these children. See Page 10 of PP strategy document for more info</p>	<p>Link Governor (LG) to check the Teaching overview is updated termly and that CPD is matched to this or anonymised Performance Management targets</p> <p>LG to ensure that CPD is evaluated to ensure it is effective and value for money through meeting CPD coordinator</p>	<p>Faye Pahsby has continued to lead on CPD this year.</p> <p>She has managed the CPD budget well.</p> <p>Moving forward there will be less money for CPD so it is important that only effective CPD is invested in and that staff effectively feedback to the rest of the school.</p>	<p>6 Days of Cover for GTC £1,200</p>
<p>2.3 Embed the school's approach to developing Growth Mindsets</p>	<p>Children are more resilient and can explain Growth/Fixed mindsets</p>	<p>An introduction of a Growth Mindset leader to introduce and monitor Growth Mindset across the school by July 2017</p> <p>Whole school CPD on Growth Mindset delivered on first inset day of the year Sept 4<sup>th</sup></p> <p>Children have lessons on Growth Mindset during the first week in September (Wk Beg Sept 4<sup>th</sup>)</p> <p>Displays around school and in classrooms to reflect the schools promotion of a Growth Mindset (by Sept 25<sup>th</sup>)</p> <p>Celebrate children with Growth Mindsets in assembly with certificates</p>	<p>Link Governor (LG) to check that Growth Mindset leader is in place and inset day materials shared with whole school</p> <p>LG to meet with Growth Mindset leader to discuss the impact of the first week of lessons on learning attitudes and outcomes</p> <p>LG to find evidence of the use of Growth Mindset display across the school during in school monitoring</p>	<p>Joanna Roberts, has lead on Growth Mindset well and ensured that there has been a consistency of message across the school.</p> <p>The learning environments are consistent across the school and children can talk confidently about their mindset.</p> <p>Moving forward Joanna needs to embed the GM work across the school and develop the children's knowledge of the brain further.</p>	

<p>2.4 Provide clarity to all staff around the school's assessment systems; DoL and BSquared</p>	<p>Lesson are personalised to meet the needs of children through accurate assessment and as a result,</p> <p>teaching over time improves so that at least 90% is judged to be good and 25% is outstanding</p>	<p>(also see separate Assessment Action Plan)</p> <p>Assessment Leader meets with Govs from the learning and teaching committee to ensure they are clear on the school's assessment procedures (6<sup>th</sup> Dec)</p> <p>All staff and governors are aware of the school's assessment calendar (FGB 27<sup>th</sup> Sept)</p> <p>Target setting meetings are held with the Assessment leader in Sept (Wk Beg 18<sup>th</sup> Sept)</p> <p>Moderation meetings are timetabled throughout the academic year (See Assessment Calendar)</p> <p>Pupil Progress meetings will take place termly (See Assessment Calendar)</p> <p>Staff meeting time dedicated to assessment updates</p> <p>CPD provided for all staff involved in National tests</p> <p>Moderation in key year groups organised and run within the COGs groups of schools</p> <p>New Teachers and all Support Staff to access BSquared training provided by the Inclusion Team</p> <p>Governors to attend a specific meeting for assessment that focuses on performance data and assessment systems within school (Jan 17<sup>th</sup> 2018)</p>	<p>Link Governor (LG) to check that as well as nationally published data the assessment meeting covers a section on how the school assesses Core subjects across the school, SEND progress and EYFS progress</p> <p>LG invited to attend or shown minutes of moderation Twilight/Staff meetings</p> <p>LG invited to attend or shown the minutes and action plans from Pupil Progress Meetings</p> <p>LG to see evidence of CPD for national tests and in house assessment systems and to discuss with staff their levels of confidence in using the systems</p> <p>LG to check that HT has arranged the autumn meeting, that it takes place and that governors understand the data enough to challenge leaders through the minutes of the meeting</p>	<p>Faye Pashby has ensured that we have delivered all of the actions set out to at the start of the year.</p> <p>Pupil Progress Meetings have evolved during the year so that they become increasingly focused on groups of learners.</p> <p>Moderation events have taken place within school and within our learning alliance so that when the school was moderated at EYFS and Yr6 it was successful.</p> <p>Moving forward we need to continue to look at more effective systems of assessing SEND children using BSquared.</p> <p>We also need to continue to track the children who were expected or GD at the previous key stage.</p>	<p>3 Days of Cover for Target setting £600</p> <p>12 Days of Cover for PPMs £1,200</p> <p>Ian Stokes SLA £2,500</p>
--	---	--	--	---	---

<p>2.5 Continue to Successfully implement the whole school approach to the teaching of Writing through the Primary Writing Project (PWP)</p>	<p>All stakeholders are aware of the need to adapt a consistent, whole-school approach to Writing and the changes made</p> <p>Teachers are consistent in using the techniques and strategies within the PWP</p> <p>Pupils are more engaged in Writing and as a result outcomes improve so that R/W/M is at least FFT50 target in each year group</p>	<p><i>(also see separate English Action Plan)</i></p> <p>PWP Leadership team to attend all training sessions 12/9, 22/3 &amp; 8/5</p> <p>Provide CPD for new and returning teachers who didn't access the training from the first year (Sept 28<sup>th</sup>)</p> <p>Create a PWP Clarity Document and 'This is how we do it...' guide so that all staff, parents and children know how Writing is taught at HCPS (by 30<sup>th</sup> Oct)</p> <p>PWP leadership to provide clear messages through staff meetings to ensure a consistent approach throughout the school (See Assessment Calendar, Staff Meeting column –PWP)</p> <p>PWP leadership to provide monitoring of PWP priorities over the school year</p> <p>Through training and then monitoring ensure that there is a consistent approach to the teaching of basic writing skills across the school:</p> <ul style="list-style-type: none"> <li>Handwriting</li> </ul> <p>Increase parental engagement with writing by posting the story maps and video retellings on the school website</p> <p>Pupil learning behaviours and attitudes improve as measured by pre/post surveys (Pre = Sept 16 / Post = July 17)</p> <p><b>PWP is a key component in addressing Priority C on the PP Strategy document. See p5 of document for more details.</b></p>	<p>Link Governor (LG) to discuss with the PWP leadership team the CPD that has been undertaken to train new/returning staff and to continue to develop existing staff</p> <p>LG to have evidence of the Clarity document and 'how to...' guide</p> <p>LG to have seen evidence that key features of PWP are consistent across the school using a range of sources such as learning walks, book trawls and pupil interviews</p> <p>LG to have seen evidence that basic skills are being taught consistent across the school using a range of sources such as learning walks, book trawls and pupil interviews</p> <p>LG to check website for PWP information and discuss with the PWP team how this information is shared with parents</p> <p>Through COGs governance ensure the network with NBPS and SLPS continues to share good practice and take part in Learning Reviews</p> <p>HCPS – TBC / NBPS – TBC SLPS – TBC</p> <p>LG to discuss with HT, DHT or Eng ML PWP impact on attitudes to writing using the survey as a basis for comparison</p>	<p>Leaders have delivered a range of the actions planned at the start of the year but changes to the English leader role have impacted on the ability to gain consistency.</p> <p>Training has been delivered to all staff in PWP and aspects such as planning and Non-fiction have been clarified.</p> <p>Maps and videos have been shared on the school website and pupils report that they enjoy writing now.</p> <p>During May/June SLT undertook a whole school audit of the writing that was taking place.</p> <p>Moving forward we need to gain consistency in our approach to PWP and this will begin with the Clarity document, then training, the lesson study and then monitoring.</p> <p>There also needs to be consistent approaches to handwriting and spelling.</p>	<p>Cost of PWP £12,500</p> <p>PWP CPD £2,000</p>
--	--	---	---	--	--

<p>2.6 Improve the teaching and learning of Reading in KS2</p>	<p>All stakeholders are aware of the need to adapt a consistent approach to Reading in KS2</p> <p>Teachers are consistent in using the techniques and strategies within the Clarity Document</p> <p>Pupils are more engaged in Writing and as a result outcomes improve so that Reading is at least FFT50 target in each year group</p>	<p><i>(also see separate English Action Plan)</i></p> <p>PWP Leadership ensure that all KS2 classes have adopted the features of the Reading Clarity Document by end of Sept 17</p> <p>Staff to receive training on Reading on 7<sup>th</sup> and 28<sup>th</sup> November, to undertake a gap task</p> <p>Steve Dawson delivers 5 days of Reading training in 2017/18 followed by a range of monitoring and support</p> <p>School to ensure that the Reading as a Reader and Reading as a Writer elements of PWP are being taught effectively as Whole Class Shared Reading through training in May 18</p> <p>School to explore the process of Reading in KS2 through the use of Reading Reconsidered to support vocabulary and inference 7<sup>th</sup> and 28<sup>th</sup></p> <p>School to continue to invest in activities to promote reading for pleasure such as:</p> <ul style="list-style-type: none"> <li>• Reading corners (in place by 25<sup>th</sup> Sept),</li> <li>• book fairs and stay and read</li> <li>• Boys and Girls book clubs</li> <li>• A world Book day every term</li> <li>• Comics and Newspapers</li> </ul> <p><b>GR document, training and support are key components in addressing Priority B on the PP Strategy document. See P4 of the document for more details.</b></p>	<p>Link Governor (LG) to discuss with the PWP leadership team the CPD that has been undertaken to train new/returning staff in KS2 in effective Guided Reading strategies</p> <p>LG to have evidence of the Clarity document and 'how to...' guide for Reading</p> <p>LG to have seen evidence that paired GR observation with KS2 AHTs and teachers looking at Guided Reading</p> <p>LG to have seen evidence that vocabulary and inference are being taught consistent across KS2 a range of sources such as learning walks, book trawls and pupil interviews</p> <p>LG to discuss the report on Whole Class Reading with the PWP before submitted to FGB</p> <p>LG to discuss with HT, DHT or Eng ML PWP impact on attitudes to Reading using a survey as a basis for comparison</p>	<p>Leaders have delivered a range of the actions planned at the start of the year but changes to the English leader role have impacted on the ability to gain consistency.</p> <p>Training has been delivered to all staff in whole class shared reading, lexile scores and to some staff in Year 5/6 around comprehension.</p> <p>Reading as a reader / writer is taking place across the school but there needs to be more consistency.</p> <p>Book fairs, library visits and author visits all took place this year.</p> <p>During May/June SLT along with Steve Dawson undertook a whole school audit of reading that was taking place.</p> <p>Moving forward we need to gain consistency in our approach to Reading and this will begin with the Clarity document, then training, the lesson study and then monitoring.</p>	<p>Cost of Gareth Davies £2,000</p> <p>Reading for Pleasure budget £2,500</p>
--	---	---	---	--	---

<p>2.7 Successful implement Maths no Problem! in Year1 and 3</p>	<p>All stakeholders are aware of the rationale behind the school choosing MNP!</p> <p>Pupils are more engaged Reasoning and Using and applying and as a result outcomes improve so that R/W/M is at least FFT50 target in each year group</p>	<p><i>(also see separate Maths Action Plan)</i></p> <p>Maths Leader to write a document for all stakeholders to explain the process we undertook in deciding to choose to use MNP! to teach a mastery approach to maths at HCPS by Nov 1st</p> <p>Training to be provided to the 4 class teachers who will be teaching MNP! in 2017-18 (July 2017)</p> <p>Teachers are supported in the teaching of MNP through the support of Charlie Sharpe, visits from the Yorkshire Maths Hub team and visits to other schools. (See School Calendar)</p> <p>Initiatives such as Abacus, Active Maths etc are being implemented and for further information please see the Maths Action Plan</p> <p><b>Introducing MNP, Active Maths, Times Table Rockstars and Vocab boxes in books are key components in addressing Priority E on the PP Strategy document. See Page 8 of the document for more details.</b></p>	<p>Link Governor (LG) to discuss with the Maths Leader why MNP! was chosen by the school</p> <p>LG to have evidence of the 'how to...' guide for Maths</p> <p>LG to have seen evidence from observations and monitoring that MNP! are developing so that they become effective in promoting a mastery understanding of maths for the children</p> <p>LG to discuss the training and support provided to the class teachers in preparation for teaching MNP!</p>	<p>Charlie Sharpe has delivered the majority of actions he set out to at the start of the year.</p> <p>Teaching staff have in Yr1 and 3 have been trained in the use of MNP! and other staff have had an introduction to mastery approaches.</p> <p>Through lesson study and taking part in a TRG the Yr1 and 3 teachers have had the chance to share ideas.</p> <p>Moving forward we need to ensure all staff are trained in the use of MNP! and have the opportunities to experiment with it in the autumn term.</p> <p>On top of this, Charlie need to ensure that there are opportunities to improve reasoning skills.</p>	<p>Cost of MNP! £6,000</p> <p>Cost of MNP! CPD £2,000</p> <p>Cost of MNP! resources £450</p> <p>Cost of Maths initiatives £1,000</p>
--	---	---	---	--	--

**Area of SEF: Personal Development, Behaviour and Welfare**

**Priority 3:**

**To improve attendance to at least 96%**

**To continue to improve behaviour across the school**

**Priority Leader: Elisa W & Kate S**

**Gov Com: Pupil Support**

**Link Gov: Martyn Stenton**

**Cost of Priority: £6,600**

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of the impact on Pupil Progress?	Resources
<p>3.1 To improve attendance and punctuality across the school so that attendance is above 96%</p>	<p>The number of children who are late twice or more in one week is reduced from 40 children per week in Sep 17 to 20 children per week by July 2018</p> <p>Attendance increases to 96% and is above the JESS cluster average by July 2018</p> <p>PA falls below 10% and below the JESS cluster average by July 2017</p>	<p><i>(see separate action plan for attendance/punctuality)</i></p> <p>School Attendance Officer (SAO) to create an attendance action plan</p> <p>Leeds City Council Attendance Officers to work with SAO on further developing strategies to develop attendance/punctuality by Sept 17</p> <p>Fast track interventions are identified and implemented by SAO as early into the new academic year as it is possible to collect evidence for</p> <p>Increased profile of SAO before and after school, home visits, Late Gates</p> <p>SAO to meet with Elisa Whitfield once a fortnight discuss attend/punctuality</p> <p>SAO to discuss any identified children that are causing concern due to attendance or lateness in weekly inclusion meetings</p> <p>Delegate attendance admin tasks to enable AIO to work directly with families e.g. Late Gates</p> <p>Tackling lower attendance rates of PP children is a key Priority in the PP Strategy document. See desired outcome F on Page 9 of the document for more details.</p>	<p>Link Governor (LG) to ensure that attendance figures, punctuality figures and PA figures are presented at FGB and Pupil Support Committees throughout the year</p> <p>LG to have seen evidence of attendance action plan or for SAO to share RAG rated plan at the termly Pupil Support meetings</p> <p>Through evidence files, LG to check that evidence is being collected in order to quickly process PAs through the legal procedures</p> <p>SAO to report the number of Late Gates, Meetings, Door Knocks they have completed each term to the Pupil Support committee to show that it has become difficult again to not come to school</p>	<p>Since the end of last year attendance has increased from 94.0% to 95.4%</p> <p>Our PA's have decreased through the use of fast track procedures and prosecution.</p> <p>Moving forward we need to continue to pursue families that have attendance below 90% and those who take term-time holidays.</p>	<p>SLA with Leeds re Attendance £2,500</p> <p>Attendance budget £1,000</p>

<p>3.2 To embed the Good 2 B Green behaviour system so that behaviour in school is outstanding</p>	<p>Pupils have excellent attitudes to learning, leading to positive impacts on their progress 90% of all lesson observations have Behaviour as either good or Outstanding over time</p>	<p><i>(see separate action plan for behaviour)</i> Kate Standish to monitor class behaviour records on a fortnightly basis &amp; discuss with teachers/parents where children are falling below our expectations as stated in the policy Kate Standish oversees the introduction of the Trackit Lights a computer programme that is a virtual representation of our traffic lights on the whiteboard (by October 1<sup>st</sup> 2017) Individual Behaviour Plans written to support high tariff children in school, monitored on SIMs and evidence collated in case we need to involve other agencies Positive Behaviours, including learning behaviours, are celebrated during termly assemblies through Good to be Green (G2BG) Whole-school to take part in anti-bullying week between 13<sup>th</sup>-17<sup>th</sup> Nov HT ensures that Staff Induction handbook clearly identifies the school's updated policy on dealing with bullying Anti-Bullying display in school to support children with appropriate strategies <b>Improving behaviour across school and in particularly of PP children is a key Priority in the PP Strategy document. See desired outcomes on Page 11 of the document for details.</b></p>	<p>Link Governor (LG) to ensure that behaviour figures are presented at Pupil Support Committees throughout the year LG to have seen evidence of RAG rated behaviour action plan shared at the termly Pupil Support meetings Through evidence files, LG to check that evidence is being collected so that meetings are had with parents following our school flow-chart. Kate Standish to report the number of internal isolations, serious incidents and incidents of bullying each term to the Pupil Support committee LG to ensure that Inclusion team plans and monitors appropriate interventions for pupils involved in bullying in some form</p>	<p>Kate Standish, has lead on Behaviour this year and as you can see all of the actions have been put in place. Despite all that the school does, this year there has been over 15 fixed term exclusions – some multiple times for the same child. The school is working with the local authority to undertake an audit of the provision in place for behaviour. Moving forward we will need to take into account the findings from the behaviour audit. We will also need to address the issue between the Inclusion team and the SLT team on where the line is for referring children to alternative provision.</p>	<p>Cost of Trackit Lights £1,000  Behaviour budget £1,000</p>
--	---	--	---	---	---

<p>3.3 To further improve children's behaviour and communication skills at dinnertimes</p>	<p>The school complies with the School Food Plan</p> <p>Children develop dinnertime routines and improve their communication and language skills.</p>	<p>Kate Standish (KS) works with class teachers to arrange the children to sit at seats for Autumn term mixing all the packed lunches and dinners together (Wk Beg 4<sup>th</sup> Sept)</p> <p>KS to lead KS1 and KS2 assemblies focused on expectations in the hall with children and adults (Wk Beg 11<sup>th</sup> Sept)</p> <p>KS to lead staff meetings with all adults focused on expectation in the hall for children and adults (12<sup>th</sup> Sept)</p> <p>SLT timetabled so that they are in the dining room over the course of the week to help monitor expectations and standards in the hall (Wk Beg 11<sup>th</sup> Sept)</p> <p>Food nutritionist invited in to ensure portion sizes are appropriate and food is meeting national guidelines during autumn term</p> <p>KS to work with school council and healthy schools team to introduce a healthy packed lunch policy in spring term</p>	<p>Link Governor (LG) to experience a dinnertime sitting to see that all children are mixed, that expectations are being adhered to and that children are developing their routines and language skills</p> <p>LG to have seen evidence from the Food Nutritionist describing whether school dinners are meeting national standards</p> <p>LG to ensure that a healthy packed lunch policy is in place before Easter and that school is actively promoting a healthy lifestyle</p>	<p>As well as the actions above the school is now looking at the food that children have at lunchtime.</p> <p>Moving forward we will be introducing a healthy packed lunch policy that recommends only water for drink and only one snack.</p>	<p>Cost of Nutritionist £1,000</p>
<p>3.4 To engage with parents so they have a greater say within school</p>	<p>Parents are encouraged to be part of their child's education through activities at school</p>	<p>Open morning and opportunities to support key skills in reading, writing and maths are timetabled in to assessment calendar</p> <p>Carrie Parish and Lisa Lilley to attend parent events in school to advertise events and increase engagement</p> <p>Carrie Parish to attempt to organise a termly Parents Forum, starting with informal coffee afternoon working towards a forum</p> <p>Developing stronger home/school links are a key Priority in the PP Strategy document. See desired outcome G on Page 8 of the document for details.</p>	<p>Link Governor (LG) to ensure that all governors are made aware of the dates for open mornings and stay and read</p> <p>LG to check the attendance at parental events</p>	<p>Despite open mornings and events in school being well attended there is still a lot more that can be done to improve the relationships between school and parents.</p>	<p>Cost of Refreshments £100</p>

Area of SEF: Outcomes for Pupils					
Priority 4: R/W/M attainment is at least equal to the FFT50 target for each year group Reading attainment is at least equal to the FFT50 target for each KS2 year group					
Priority Leader: Faye Pashby		Gov Com: Learning and Teaching		Link Gov: Claire Burgess	Cost of Priority: £11,700
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of the impact on Pupil Progress?	Resources
4.1 Ensure that children not achieving R/W/M are identified and intervention put in place	<p>All teachers are aware of the starting point of their class in RWM using a Venn Diagram</p> <p>Specific pupils who are not on track in 1 or more area are identified and effective intervention is put in place</p> <p>Interventions are monitored to ensure they are having an impact on pupil progress</p>	<p>Faye Pashby to meet with teachers in Sept to show them the baseline information from their class including the RWM Venn Diagram – See Data File for Target setting sheets and emails (Wk Beg 18<sup>th</sup> Sept)</p> <p>Faye Pashby to revise Class Target sheets to reflect vulnerable groups of children including children who are boys, SEND and Pupil Premium</p> <p>HT, DHT and AHT attend Pupil Progress Meetings with class teachers to identify children not making expected progress and not achieving RWM (Wk Beg 27<sup>th</sup> Nov, 26<sup>th</sup> Mar &amp; 2<sup>nd</sup> Jul)</p> <p>SENCo to monitor interventions for soft/hard impact on children's attainment &amp; progress linked to R/W/M</p>	<p>Link Governor to check that Venn Diagrams and Class Trackers have been adapted by class teachers to show the children in their class not on track in R/W/M</p> <p>LG invited to attend or shown the minutes and action plans from Pupil Progress Meetings</p> <p>LG to see evidence of impact from Interventions from SENCo reports to Pupil Support Committees</p>	<p>Faye Pashby has lead on this aspect of the SIP and ensured that all teachers are aware of the RWM diagram for their class.</p> <p>All classes have been challenged to put interventions in place to increase the RWM%</p> <p>Need to add in % of classes that met their FFT RWM target.</p>	<p>3 Days of Cover for Target setting £600</p> <p>12 Days of Cover for PPMs £1,200</p>
4.2 Improve the teaching and learning of Reading in KS2	<p>The % of pupils making exceeding or expected progress in Reading is at least 80%</p> <p><b>and</b></p> <p>Reading attainment is at least equal to the FFT50 target for each KS2 year group</p>	See Point 2.6			<p>Cost of Gareth Davies £2,000</p> <p>Reading for Pleasure budget £2,500</p>

<p>4.3 Identify the needs of SEND for pupils entering school in Nursery and Reception</p>	<p>All children with a SEND are identified within the 1<sup>st</sup> half-term on entry to the school</p> <p>The best course of support is identified by the SENCo through the provision map</p> <p>Interventions put in place are effective at narrowing the gap to other pupils</p>	<p>Continue the Early Identification programme that began last year in Nursery during getting to know you sessions in July 17'</p> <p>SENCo to analyse data from meetings and work with teachers and support staff to put in place the correct interventions needed for Nursery/Reception children during Sept 17'</p> <p>SENCo, Interventions Manager and EYFS AHT to work with professionals to complete assessments/reviews and secure funding where appropriate throughout the year</p> <p>SENCo and interventions manager to monitor interventions for soft/hard impact on EYFS children's attainment and progress (See Assessment Calendar)</p> <p><b>Improving children's language development from a very early stage is a key component in addressing Priority A on the PP Strategy document. See Page 4 of the document for more details.</b></p>	<p>Link Gov to meet with SENCo and EYFS AHT to feedback the results of Early Identification project including:</p> <ul style="list-style-type: none"> <li>• Results of Early Identification</li> <li>• Training and provision put in place from results</li> <li>• Impact on children's outcomes</li> </ul> <p>HT to report back to Resource committee the amount of SEND funding and how it is spent</p> <p>Termly Intervention and SEND information gathered and available to LG and Pupil Support committee</p>	<p>Jane Wilson and Paula Passey have lead on this aspect of the SIP and ensured that stay and play in Nursery for all new starters has taken place and that early identification has happened.</p> <p>From this information training has already been agreed and arranged for September 2018.</p>	<p>3 Days of Cover for Early Identification £600</p> <p>EYFS CPD costs £1,000</p>
---	---	---	--	---	---

<p>4.4 Improve outcomes for specific groups of pupils (PP, Boys, SEND) so that they diminish any differences</p>	<p>All teachers are aware of the context of their class</p> <p>Specific groups of children who are not on track are identified and effective intervention is put in place</p> <p>Interventions are monitored to ensure they are having an impact on pupil progress</p>	<p>(see Pupil Premium Strategy, SEND Action Plan and EAL Action Plan)</p> <p>Faye Pashby to meet with teachers in Sept to show them the baseline information from the specific groups of children in their class. (Wk Beg 18<sup>th</sup> Set)</p> <p>Faye Pashby to alter the Target setting meeting sheet so that it is clear to all teachers about the specific groups of children in their class and their current attainment compared to expected attainment (Wk Beg 18<sup>th</sup> Sept)</p> <p>Class teachers to have updated their class context list after attending the EAL/SEND reviews and Target Setting meetings in Sept (Wk end 29<sup>th</sup> Sept)</p> <p>Pupil Progress Meetings with class teachers identify what provision is in place for Specific Groups and whether it is effective (Wk Beg 28<sup>th</sup> Nov, 27<sup>th</sup> Mar &amp; 3<sup>rd</sup> Jul)</p> <p>Faye Pashby to analyse nationally published information to see if we are diminishing the difference and where we are what is it that we are doing that we need to do more of (by Oct 6<sup>th</sup>)</p> <p>Faye Pashby to track the performance of specific groups each term to see if the difference is diminishing and to create a report shared with the Learning and Teaching committee and FGB (Dates available from School Calendar)</p> <p><b>Diminishing the difference between PP children and Non-PP children PP Strategy document. See Page 2 of the document for more details.</b></p>	<p>Link Governor to find evidence that staff are aware of the targets for their class and that they are aware of the children within specific groups in their class</p> <p>LG invited to attend or shown the minutes and action plans from Pupil Progress Meetings</p> <p>LG to see data analysis showing the performance of these specific groups and whether they are diminishing the difference or not</p>	<p>Faye Pashby has lead on this aspect of the SIP and ensured that all teachers are aware of the performance of various groups of children within their class.</p>	<p>3 Days of Cover for Target setting £600</p> <p>12 Days of Cover for PPMs £1,200</p> <p>Cost of Depth of Learning software £2,000</p>
--	--	--	---	--	---

**Area of SEF: Effectiveness of Early Years**

**Priority 5: To develop children who are highly motivated and eager to join in; demonstrate curiosity, imagination and concentration and who are highly responsive to adults and each other**

Priority Leader: Tom Gray      Gov Com: Learning and Teaching      Link Gov: Carla Foster      Cost of Priority: £

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of the impact on Pupil Progress?	Resources
<p>5.1 Develop children's communication and language skills</p>	<p>Children would be confident, articulate and expressive communicators</p> <p>At least 55% of all children would achieve the ARE in Nursery and Reception for CLL, Reading and Writing</p>	<p>Oracy</p> <ul style="list-style-type: none"> <li>• Jane Wilson (JW) and Tom Gray (TG) to ensure all adults are trained in using SALT strategies to listen and follow single then multi-step instructions by <b>end of Jan 2018</b> using Jen Camplin (SALT Therapist)</li> <li>• Following training by Kate Standish (KS) in <b>Dec 2017</b>, children would be taught using Circle time techniques how to take turns speaking and listening to each other <b>from Jan 2018 onwards</b></li> <li>• Following training from Elisa Whitfield (EW) <b>before Feb 2018</b> all adults in EYFS would use T4W strategies to model story language that children can use within their own play <b>from Mar 2018 onwards</b></li> <li>• <b>From Jan 2018</b>, children would be exposed to at least 5 stories (stories would be from Pie Corbett's reading spine as well as traditional and well-loved texts), poems or Nursery Rhymes a day (the 5-a-day principle) so that they can confidently join in with the words</li> <li>• <b>From Dec 2017</b>, in Reception, during adult-led snack time, children would be taught to use their manners and discuss simple topics about home, family and interests</li> </ul>	<p>Link Governor (LG) to check all training for Oracy has been completed by the end of Feb 2018</p> <p>LG to observe a circle time session to see the calming effect on the children and their development in speaking and listening in the spring term</p> <p>LG to check that children are receiving a diet of 5 stories, poems or nursery rhymes each week</p>	<p>Despite the difficulties surrounding the leadership of EYFS this year a number of actions have taken place to improve children's communication.</p> <p>However, moving forward much more needs to be done including the consistent application of T4W, SALT and 5 a day.</p>	<p>CPD £1,000</p>

		<p>Phonics</p> <ul style="list-style-type: none"> <li>• Through <b>monitoring using the assessment calendar</b>, EW will ensure that children in Nursery will be taught Phase 1 sounds and Reception will be taught Phase 2 – 4 sounds and the 'tricky words' that occur in these phases using the letters and sounds scheme</li> <li>• Through morning <b>meetings in Jan 2018</b>, Polly Cockerham (PC) will ensure all adults in Nursery know the 7 different ways to promote Phase 1 sound discrimination and be able to move children on in their learning</li> <li>• Through <b>monitoring using the assessment calendar</b>, EW will ensure that the quality of phonics teaching in EYFS to ensure that it is consistent with the school's approach</li> <li>• Through Phonics training delivered by EW <b>in Jan 2018</b>, all adults in Reception should know how to teach the basic phonics skills of Phases 2 – 4</li> <li>• TG and EW to ensure through weekly/fortnightly drop ins <b>from Jan 2018 onwards</b> that activities to promote phonic knowledge should be adult-led directly after daily phonics, particularly for children who are identified as needing additional consolidation and those who are SEND</li> <li>• Following the phonic training <b>in Jan 2018</b>, all adults in EYFS should promote the use of phonics in areas of provision through the use of 'in the moment' questioning to extend or consolidate knowledge</li> </ul>	<p>Link Governor (LG) to check that planning and assessment for Phase 1 (Nursery) and Phase 2-4 (Reception) Phonics is in place</p> <p>LG to observe a phonics session to see how the whole class is engaged in activities and the follow up activities in provision in the summer term</p> <p>LG to check that all adults have received phonics training and feel sufficiently confident to support children in lessons and provision</p>	<p>Despite the difficulties surrounding the leadership of EYFS this year phonics has continued to be a strength of the teaching within the EYFS.</p> <p>Moving forward work needs to be done to ensure that phonic teaching is consistent from all adults in EYFS in the areas of provision.</p>	<p>CPD £500</p>
--	--	---	--	--	---------------------

		<p>Reading</p> <ul style="list-style-type: none"> <li>• TG and EW to ensure through weekly/fortnightly drop ins <b>from Jan 2018 onwards</b> that children who have successfully acquired a range of GPCs are exposed to these in books, either in provision or as adult led activities in guided reading</li> <li>• TG, EW and Martin Lumb (ML) to audit the EYFS reading scheme <b>in Jan 2018</b> to ensure it consolidates effective phonic learning and where it does not new books are bought to be used by children <b>from Feb 2018</b></li> <li>• <b>From Jan 2018</b> a system of home reading books will be put in place by the 3 class teachers so that parents and children get into the habit of taking a book home and reading</li> <li>• During the launch of the home reading scheme, workshops for parents will be provided by the EYFS teachers <b>in Jan/Feb 2018</b></li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• TG and EW to ensure through weekly/fortnightly drop ins <b>from Jan 2018 onwards</b> that all children by the end of EYFS will be able to form all 26 letters correctly using the letter patten and correct pencil hold (other than those with a specific impairment)</li> <li>• EW to introduce the new updated version of Penpals for EYFS in phase planning days <b>in Dec 2017</b> so that all adults can use to support children from <b>Jan 2018 onwards</b></li> <li>• TG and EW to ensure through weekly/fortnightly drop ins <b>from Jan 2018 onwards</b> that a weekly Handwriting lesson is taught in Reception to practice the graphemes taught that week</li> </ul>	<p>Link Governor (LG) to check that a system of guided and home reading is in place by the end of Feb 2018</p> <p>LG to ensure that EYFS has an appropriate reading scheme that allows children to use the GPCs that they know</p> <p>LG to seek evidence about the parental engagement within the reading workshops</p> <p>Link Governor (LG) to check that Penpals resources are in school and teachers have received training</p>	<p>Since February the teaching of Reading has been lead by Julia Earnshaw and the children have benefited from actions put in place.</p> <p>Moving forward we need to ensure that children have access to reading books that allow them to practice the GPCs that they have been learning in class.</p> <p>They also need to ensure that parents are aware of how to support their children with reading at home.</p> <p>While handwriting has improved, moving forward we need to ensure that children in EYFS have secure understanding of letter formation.</p>	<p>Reading Scheme £2,000</p> <p>Handwriting Scheme £2,000</p>
--	--	---	--	--	---

		<p>Writing</p> <ul style="list-style-type: none"> <li>• TG and EW to ensure through weekly/fortnightly drop ins <b>from Jan 2018 onwards</b> that children in Nursery / Reception have a daily writing session using T4W as our model for delivery</li> <li>• Following training from Elisa Whitfield (EW) <b>before Feb 2018</b> all adults in EYFS would use T4W strategies to model story language that children can use within their own play <b>from Mar 2018 onwards</b></li> <li>• As PWP Leader, EW to monitor the use of T4W stories as the main driver for the theme of the Areas of Provision so that in all learning walks and lesson observations in the Spring and Summer it is clear what story children are currently learning</li> <li>• Following the phonic training in <b>Jan 2018</b>, all adults in EYFS should promote the use of phonics in areas of provision through the use of 'in the moment' questioning to encourage children to use their phonic knowledge constantly to write words, phrases, captions and eventually, in preparation for Year 1, sentences</li> <li>• Following training <b>in Dec 2017</b> from JR all teachers in EYFS should use the same writing star system that is successfully used in KS1 – Say it, Count it, Write it, Read it and this should be in place <b>by Jan 2018</b></li> <li>• Following training <b>in Dec 2017</b> from JR all children by the end of Reception should be able to use the Writing Rockets to self-check for CL and Full Stops, Finger Space, Phonics, Handwriting</li> <li>• From <b>Jan 2018</b>, adults to model and demand neat handwriting from children in areas of provision</li> </ul>	<p>Link Governor (LG) to check that T4W is taught in EYFS and that it is clear which story is being taught just by being in provision</p> <p>Link Governor (LG) to check that children are using the Rocket as system of self-checking their work</p>	<p>Since December the teaching of Writing has been lead by Elisa Whitfield and the children have benefited from actions put in place.</p> <p>The children in EYFS are aware of story maps and how to innovate stories to make them their own.</p> <p>These stories start with a hook in the AOP and are developed with themes in the different areas over the course of the unit.</p> <p>Moving forward we need to ensure that children have access to writing books that allow them to practice the stories that they have been learning and changing in class.</p>	<p>Resources to compliment the teaching of T4W £200</p>
--	--	---	---	--	---

<p>5.2 To develop a system of Mastery Maths in EYFS</p>	<p>Children would be confident, able to recognise Concrete, Abstract, Pictorial representations and have the ability to reason</p> <p>At least 55% of all children would achieve the ARE in Nursery and Reception for Number and Calculation</p>	<p>Mastery Maths Teaching of Number and Counting</p> <ul style="list-style-type: none"> <li>• TG, EW and Charlie Sharpe (CS) to ensure, through monitoring on the assessment calendar <b>from Jan 2018 onwards</b>, that children in Nursery / Reception should be guaranteed a daily maths session using a mastery maths approach</li> <li>• Through training from CS and the Maths Hub <b>in Jan/Feb 2018</b>, all adults in Nursery / Reception should be aware of the Concrete, Abstract, Pictorial (CAP) ways to represent ideas in maths as well as the 5 counting principles</li> <li>• TG, EW and Charlie Sharpe (CS) to ensure, through monitoring on the assessment calendar <b>from Jan 2018 onwards</b> that in Reception numbers to 20 should be introduced weekly to allow children the time to explore all the CAPs that can help think of that number</li> <li>• TG, EW and Charlie Sharpe (CS) to ensure, through monitoring on the assessment calendar <b>from Jan 2018 onwards</b> that the use of practical activities and equipment to manipulate is provided within Continuous provision both inside and outside, including: traditional games such as cards, dominoes and in Nursery memory and matching games as part of their 5-a-day.</li> <li>• TG, EW and Charlie Sharpe (CS) to ensure, through monitoring on the assessment calendar <b>from Apr 2018 onwards</b> that children towards the end of EYFS should be taught the number families to 10 in preparation for Year 1</li> </ul>	<p>Link Governor (LG) to check all training for Numeracy has been completed by the end of Feb 2018</p> <p>LG to observe a Math session to see the effect that developing deeper understanding around number has on the children and their development in CAP</p> <p>LG to check that children have the opportunities to continue to develop their mathematical understanding in provision outside of the lesson</p>	<p>Charlie Sharpe has endeavoured to support the EYFS team with Mastery Maths.</p> <p>Moving forward we need to ensure that children have access to CPA versions of numbers and the chance to explore numbers.</p>	<p>Resources £200</p>
---	--	---	---	--	---------------------------

<p>5.3 To develop a positive Growth Mindset in Children</p>	<p>Children would be confident and happy to make mistakes</p> <p>Children would seek out difficult tasks and understand this is learning</p> <p>At least 65% of all children would achieve the ARE in Nursery and Reception for PSED</p>	<ul style="list-style-type: none"> <li>• Following training in Dec 2017, from JR all teachers in EYFS should use the same Beanstalk system that is successfully used in KS1 – Say it, Count it, Write it, Read it and this should be in place by Jan 2018</li> <li>• Following training in Dec 2017, from JR all children by the end of Reception should be able to use the Beanstalks to self-check for CL and Full Stops, Finger Space, Phonics, Handwriting</li> <li>• TG and EW to ensure through weekly/fortnightly drop ins from Jan 2018 onwards that a consistent approach to challenges has been implemented in EYFS so that children can recognise what their next activity/step is and can be rewarded for completing their challenges</li> <li>• Following training by Kate Standish (KS) in Dec 2017, children would be taught using Circle time techniques how to take turns speaking and listening to each other from Jan 2018 onwards</li> <li>• Following training by KS in Jan 2018, all adults would understand the principles and strategies linked to the school's positive behaviour policy – Good to be Green and to reward ALL children when they catch them being good</li> </ul>	<p>Link Governor (LG) to check all adults and children in EYFS are aware of the challenge system and how it helps them to learn</p>	<p>Joanna Roberts, has lead on Growth Mindset well and ensured that there has been a consistency of message across the school.</p> <p>The learning environments are consistent across the school and children can talk confidently about their mindset.</p> <p>Moving forward Joanna needs to embed the GM work across the school and develop the children's knowledge of the brain further.</p>	
---	--	--	---	--	--

<p>5.4 Play and PSED</p>	<p>Children would be confident to go to any area of provision and play at their own level</p> <p>At least 65% of all children would achieve the ARE in Nursery and Reception for PSED</p>	<ul style="list-style-type: none"> <li>• During morning meetings in <b>Jan/Feb 2018</b>, all adults are shown how to initiate and extend effective play in the areas of provision either through discussion, watching a video or role play</li> <li>• TG or EW to arrange training on playfulness (either through experts in school, Nurture, or an outside agency) to be delivered by the <b>end of Feb 2018</b></li> <li>• Following training <b>by the end of Feb 2018</b>, all adults can promote effective play within areas of provision and with our children including playing traditional games such as cards, dominoes and in Nursery memory and matching games as part of their 5-a-day.</li> <li>• TG and EW to ensure that for identified children with social and communication difficulties interventions will be put in place so that they take part in structured games and play <b>from Oct 2017 onwards</b></li> <li>• Following training by Kate Standish (KS) <b>in Dec 2017</b>, children would be taught using Circle time techniques how to take turns speaking and listening to each other <b>from Jan 2018 onwards</b></li> <li>• Following training by KS <b>in Jan 2018</b>, all adults would understand the principles and strategies linked to the school's positive behaviour policy – Good to be Green and to reward ALL children when they catch them being good</li> <li>• Following training by Kate Standish (KS) <b>in Dec 2017</b>, all adults will understand the principles behind SEAL and Nurture and children will have a right to receive a daily SEAL/Nurture sessions</li> </ul>	<p>Link Governor (LG) to check all training for Play has been completed by the end of Feb 2018</p> <p>LG to observe children choosing their own learning in provision and the types of play they engage in.</p> <p>LG to observe children engaging in play based interventions</p>	<p>Since February morning meetings have focused on the need to improve the effectiveness of play.</p> <p>Moving forward we need to ensure that adults have a consistently good level of play.</p>	<p>CPD £500</p> <p>Resources £200</p>
--------------------------	---	--	--	---	---

<p>5.5 Provision</p>	<p>Provision is effective in engaging children in meaningful play and learning and is enhanced to meet the needs and interests of the children</p> <p>At least 55% of all children would achieve GLD by the end of EYFS</p>	<ul style="list-style-type: none"> <li>• As PWP Leader, EW to monitor the use of T4W stories as the main driver for the theme of the Areas of Provision so that in all learning walks and lesson observations in the Spring and Summer it is clear what story children are currently learning</li> <li>• TG and EW through monitoring on the assessment calendar <b>from Jan 2018 onwards</b> that: <ul style="list-style-type: none"> <li>o a weekly Provision Plan is created</li> <li>o shared with all staff on the Friday prior to the week</li> <li>o refer to within morning meetings so that all adults are aware of what is in provision, how to use the provision and how to extend it if needed</li> </ul> </li> <li>• Following training <b>by the end of Feb 2018</b>, all adults can promote effective play within areas of provision and with our children including playing traditional games such as cards, dominoes and in Nursery memory and matching games as part of their 5-a-day</li> <li>• Following the phonic training <b>in Jan 2018</b>, all adults in EYFS should promote the use of phonics in areas of provision through the use of 'in the moment' questioning to encourage children to use their phonic knowledge constantly to write words, phrases, captions and eventually, in preparation for Year 1, sentences</li> </ul>	<p>Link Governor (LG) to check that provision is planned for weekly on their visit to EYFS</p> <p>LG to observe children choosing their own learning in provision and the types of play they engage in.</p>	<p>Although the overall level of continuous provision has improved over the year there are still areas that could be improved upon.</p> <p>Moving forward we need to ensure that the areas of provision are clearly zoned. That children are clear on what they should achieve in each area. That there are differentiated activities for Nursery and Reception outside and that adults have a good understanding of how to use the resources.</p>	<p>Resources £200</p>
----------------------	---	---	---	--	---------------------------

<p>5.6 Assessment</p>		<ul style="list-style-type: none"> <li>• TG and EW through monitoring on the assessment calendar <b>from Jan 2018 onwards</b> ensure that adults prioritise the learning and teaching of children over assessment and as such an effective and efficient systems of recordings should be introduced</li> <li>• ML to arrange for 30 mins overtime each week per member of support staff to allow sufficient time to write up observations/assessments <b>from Jan 2018</b></li> <li>• Faye Pashby (FP) to ensure that all adults in EYFS have a shared understanding of EYFSP statements through effective school, Learning Alliance and Local Authority Moderation (including end of year 2017-18 judgements and baseline moderation in September 2018)</li> <li>• Through target setting meetings with FP <b>in Nov 2017</b>, all adults in EYFS should be aware of the main areas of focus in Nursery and Reception and know the targets that have been set for these which are then used as a measure in pupil progress meetings <b>in Mar and July 2018</b></li> <li>• Through training from EYFS teachers in morning meetings during <b>Nov and Dec 2017</b>, all adults should be aware of the main areas the school is focused on for assessment in Nursery and Reception and know what the range of statements from LA to MA to HA would be for these areas so that they can move children on to their next steps</li> </ul>	<p>Link Governor (LG) to check all training for Moderation has been completed by the end of Feb 2018</p> <p>LG to observe an EYFS pupil progress meeting</p>	<p>Since March all teachers in EYFS have worked hard to ensure that we have effective Assessment systems in place – including Baseline assessments.</p> <p>Moving forward we need to ensure that our assessment systems gives us a broad range of information that allows us to plan for children's next steps.</p>	
-----------------------	--	---	--	---	--

## Priority 1

Linked to objective:	Evidence collected	Staff Initial	Date
1.1	Governor roles assigned at FGB on 27 <sup>th</sup> Sept – including monitoring of SIP priorities	ML	27 <sup>th</sup> Sept
1.1	Timetable of visits/phone calls arranged for Governor Monitoring following 27 <sup>th</sup> Sept	ML	5 <sup>th</sup> Oct
1.1	PP Governor James Annetts visited the school on Friday 6 <sup>th</sup> Oct	FP/JA	6 <sup>th</sup> Oct
1.1	Assessment meeting for Governors arranged with Ian Stokes for 17 <sup>th</sup> Jan 2018	ML	9 <sup>th</sup> Oct
1.2	PPA calendar written to ensure that AHTs receive PPA and AHT time	ML	2 <sup>nd</sup> Sept
1.2	Staff Question Flow Chart created and shared with all SLT and Middle leaders (and staff)	ML	4 <sup>th</sup> Oct
1.2	AHT and other members of SLT took part in Job Description meetings	ML	22 <sup>nd</sup> Sept
1.2	Learning and Environment walks undertaken Week Beg 25 <sup>th</sup> Sept	AHTs	25 <sup>th</sup> Sept
1.2	SLT and Gov Book Trawl undertaken	SLT/Govs	4 <sup>th</sup> Oct
1.2	Autumn Term Lesson Obs all undertaken before the 18 <sup>th</sup> October	SLT	18 <sup>th</sup> Oct
1.2	SEF updated on September 14 <sup>th</sup> and October 15 <sup>th</sup>	ML/FP	15 <sup>th</sup> Oct
1.3	Employed new CP and Attendance Office – Inclusion meeting on Tuesday 5 <sup>th</sup> re Roles	JW	5 <sup>th</sup> Sept
1.3	Staff Question Flow Chart created and shared with all SLT and Middle leaders (and staff)	ML	4 <sup>th</sup> Oct
1.3	Members of Inclusion Team took part in Job Description meetings	ML	22 <sup>nd</sup> Sept
1.3	Weekly Inclusion team meetings every Tuesday starting on 5 <sup>th</sup> Sept	JW	5 <sup>th</sup> Sept
1.3	Martin meeting with JW and CP to discuss the new work load and CPOMs	ML/JW/CP	2 <sup>nd</sup> Oct
1.3	Martin meeting with JW and CP to discuss the new work load and CPOMs	ML/JW/CP	16 <sup>th</sup> Oct
1.4	Faye P met with CS to discuss Coaching for Middle Leaders	FP	11 <sup>th</sup> Oct
1.4	Charlie invited to several SLT meetings where Maths is being discussed in Autumn Term	ML	16 <sup>th</sup> Oct
1.6	Reducing Workload Document used when creating SIP and all Clarity Docs	ML	26 <sup>th</sup> Sept
1.6	Staff Well-being survey staff meeting run by Sheila Guise from Education Support Partnership	SG	3 <sup>rd</sup> Oct
1.6	Social Staff Meeting held on 17 <sup>th</sup> Oct	FP	17 <sup>th</sup> Oct
1.1	Claire Burgess, Clare Davidson and Martyn Stenton met Martin/Faye to prepare for Ofsted	SLT/Gov	20 <sup>th</sup> Oct
1.3	Carrie Parish, Tom Gray and Faye Pashby have all undertaken the DSL training	CP/TG/FP	24 <sup>th</sup> Oct
1.2	Martin, Faye and Elisa undertaking Leadership Coaching	SLT	Various
1.5	Michelle met with all subject coordinators to update action plans and look at assessment	MW	30/31 Oct
1.1	Kevin Birkin attended the Governor CPD Coordinator training	KB	14 <sup>th</sup> Nov
1.1	Governor Visit Timetable updated to include Learning Walks and Pupil Progress Meetings	ML	22 <sup>nd</sup> Nov
1.1	50% of Governor Visit time spent in classrooms with children finding multiple sources of evidence	CB	5 <sup>th</sup> Nov
1.2	SLT meeting on 15 <sup>th</sup> Nov chaired by ML to improve the effectiveness of the SLT	ML	15 <sup>th</sup> Nov
1.2	The EYFS section of the SEF audited and action plan targeted to ensure focused on the key issues	ML/EW	16 <sup>th</sup> Nov
1.1	Members of the Governing Body continue to access training from Leeds Gov Service	Govs	14 <sup>th</sup> Dec
1.1	All Governors visits now include 50% of the time in class gathering multiple sources of evidence	Govs	14 <sup>th</sup> Dec
1.2	Kate Standish to access Leadership Coaching from Jan 11 <sup>th</sup> onwards	KS	11 <sup>th</sup> Jan
1.2	Sarah Gardener delivered Fierce Conversation Training to all AHTs	AHTs	7 <sup>th</sup> Dec
1.4	Charlie Sharpe attended NPQML assessment workshop	CS	8 <sup>th</sup> Dec

1.4	Charlie Sharpe lead on a visit from a Maths Specialist connect to the Yorkshire Maths Hub	CS	28 <sup>th</sup> Nov
1.6	Faye Pashby lead on an Appreciative Enquiry staff meeting to discuss what is going well and Even Better If	FP	5 <sup>th</sup> Dec
1.1	Full Governing Assessment Briefing with Ian Stokes	Govs	17 <sup>th</sup> Jan
1.1	Governors arranged to attend OTC Celebration (23 <sup>rd</sup> Jan) and Book Trawl (25 <sup>th</sup> Jan)	Govs	17 <sup>th</sup> Jan
1.1	Voting for the BIG G! awards to begin ready for the decision at the FGB on 8 <sup>th</sup> Feb	Govs	17 <sup>th</sup> Jan
1.2	Following SLT meeting on 15 <sup>th</sup> Nov – Weekly check-ins between HT&DHT and DHT&AHT	SLT	15 <sup>th</sup> Nov
1.2	Learning and Environment Walks carried out by SLT week beginning 15 <sup>th</sup> Jan	SLT	15 <sup>th</sup> Jan
1.2	SLT meeting chaired by ML to discuss the SLTs areas of responsibility and how these were progressing	SLT	10 <sup>th</sup> Jan
1.3	Inclusion team lead by Elaine Boyce produced Autumn 1 SEND and Intervention Data	SLT	12 <sup>th</sup> Dec
1.4	Charlie Sharpe continue to have coaching and check-ins with Faye Pashby	FP	15 <sup>th</sup> Nov
1.4	Charlie Sharpe Leading on Mastery Maths across the RIASE Learning Alliance	CS	4 <sup>th</sup> Dec
1.6	Faye Pashby lead an Appreciate Enquiry session with Support Staff (What's going well/even better if)	FP	4 <sup>th</sup> Dec
1.6	Faye Pashby shared the results of staff meeting with SLT and alterations made where possible	FP	5 <sup>th</sup> Dec
1.6	Introduction of Staff Thank you Cards – 5 sent so far	ML/FP	2 <sup>nd</sup> Jan
1.6	New Staff Room furniture and displays	ML	2 <sup>nd</sup> Jan
1.4	Charlie Sharpe continues to lead on whole school and RAISE LA activities – moderation/open mornings	CS	7 <sup>th</sup> Feb
1.6	Michelle Ward to join in the SLT coaching provided by Alex Bell	MW	7 <sup>th</sup> Feb
1.5	All teachers attended a staff meeting on Foundation Subject Assessment	MW	23 <sup>rd</sup> Feb
1.5	All teachers will attend a staff meeting based on Subject Leadership	MW	6 <sup>th</sup> Mar
1.6	Faye Pashby has organised Support Staff lesson study to take place Feb/Mar	FP	Feb/Mar
1.3	Inclusion team took in data and used to assess the impact of interventions	JW	15 <sup>th</sup> Apr
1.1	Governors to source alternative pieces of evidence around Monitoring – RAISE / LA / External Advisers	FGB	23 <sup>rd</sup> May
1.1	ML sent the FGB the dates of the summer term trips	ML	7 <sup>th</sup> Jun
1.2/1.3	ML chaired a meeting with all school leaders to set out effective forms of communication	ML	6 <sup>th</sup> Jun
1.2	SLT continue to meet Alex Bell monthly	SLT	Jun
1.2	Leadership training undertaken by MW	MW	20 <sup>th</sup> Jun
1.5	MW lead subject leader staff meetings	MW	May/Jun
1.5	MW lead subject leader speed dating	MW	Jun
1.6	JW organised Support Staff Lesson Study	JW	6 <sup>th</sup> Jun
1.6	Wellbeing staff meeting for all staff at Middleton Park	ML	15 <sup>th</sup> May

## Priority 2

Linked to objective:	Evidence collected	Staff Initial	Date
2.1	ML met with the OTC teachers on Wed 18 <sup>th</sup> Oct	ML	18 <sup>th</sup> Oct
2.1	Learning and Teaching Policy in staff handbook distributed on Friday 15 <sup>th</sup> Sept	ML	15 <sup>th</sup> Sept
2.1	Learning and Environment walks undertaken Week Beg 25 <sup>th</sup> Sept	AHTs	25 <sup>th</sup> Sept
2.1	SLT and Gov Book Trawl undertaken	SLT/Govs	4 <sup>th</sup> Oct
2.1	Autumn Term Lesson Obs all undertaken before the 18 <sup>th</sup> October (80% Good – 27% Outstanding)	SLT	18 <sup>th</sup> Oct
2.1	NQT Mentors meeting with NQTs fortnightly	MW/EW	15 <sup>th</sup> Oct
2.2	SLT met to agree the teaching overview for the end of the 2016-17 cycle	SLT	11 <sup>th</sup> Oct
2.2	SLT met to agree the teaching overview for the start of the 2017-18 cycle	SLT	11 <sup>th</sup> Oct
2.3	Joanna Roberts given the Growth Mindset Coordinator Role	ML	4 <sup>th</sup> July
2.3	ML and JR lead the school inset on Growth Mindset leading to lessons and displays around school	ML/JR	4 <sup>th</sup> Sept
2.3	Weekly Growth Mindset Certificates in Assembly	JR	15 <sup>th</sup> Sept
2.4	All Staff emailed the Assessment Calendar, given a paper copy and one in staff room	ML	2 <sup>nd</sup> Sept
2.4	Faye P met with all teachers to discuss class targets	FP	16 <sup>th</sup> Sept
2.4	Moderation staff meetings in Assessment calendar and agreed with COGs	ML	2 <sup>nd</sup> Sept
2.4	BSquared training undertaken by all new staff	JW	11 <sup>th</sup> Oct
2.5	PWP Leadership team attended training and passed on information back at school	PWP leaders	12 <sup>th</sup> Sept
2.5	PWP staff meeting Tues 26 <sup>th</sup> September	PWP leaders	26 <sup>th</sup> Sept
2.5	PWP story maps and videos on School Website	PWP leaders	13 <sup>th</sup> Oct
2.6	Guided Reading folders are set up and working by September 29 <sup>th</sup>	PWP leaders	29 <sup>th</sup> Sept
2.6	Clear evidence of the PWP process and esp Reading as a Reader and Writer in Book Trawl	SLT	4 <sup>th</sup> Oct
2.6	Reading corner competition winners announced (Blossom, Willow, Ash)	ML	10 <sup>th</sup> Oct
2.7	Maths No Problem! training undertaken	MnP leaders	8 <sup>th</sup> /9 <sup>th</sup> July
2.7	Charlie Sharpe and Martin Lumb attend Yorkshire Maths Hub welcome event	ML/CS	21 <sup>st</sup> Sept
2.7	CS and ML attend MnP! conference in Manchester	ML/CS	12 <sup>th</sup> Oct
2.1	Martin met with Michelle, Katy and Joanna to set out the focus of the OTC	ML	18 <sup>th</sup> Oct
2.2	All staff have met with their line manager to find out the outcome of their 2016-17 PM cycle	SLT	30 <sup>th</sup> Oct
2.6	Martin and Faye met Steve Dawson to discuss the 5 days of Reading support	ML/FP	19 <sup>th</sup> Oct
2.7	CS and MNP! Team visited Peel Park in Bradford to Observe MNP!	CS	17 <sup>th</sup> Oct
2.7	CS and Martin dropped into MNP! lessons at HCPS	CS/ML	16 <sup>th</sup> Oct
2.1	Modules 1 and 2 of the OTC programme completed	ML	29 <sup>th</sup> Nov
2.1	Learning and Environment walks undertaken Week Beg 29 <sup>th</sup> Nov – Governors accompanied 2 visits	ML	29 <sup>th</sup> Nov
2.1	NQT assessments for Matthew and Hayley submitted and accepted to Leeds CC	EW/MW	11 <sup>th</sup> Dec
2.2	Faye Pashby continues to record all CPD and measure its effectiveness	FP	11 <sup>th</sup> Dec
2.4	Moderation Meetings for Writing held by Faye Pashby in Year Groups	FP	Nov 17'
2.4	Moderation meetings for English and Maths held between all 5 RAISE Alliance schools	ML	4 <sup>th</sup> Dec
2.5	RAISE Alliance Challenge Day in school to monitor the standards of PWP in school	ML	28 <sup>th</sup> Nov

2.5	Elisa Whitfield delivered Handwriting training to all year groups in December planning days	EW	11 <sup>th</sup> Dec
2.6	ML to deliver Parts 1, 2 and 3 of Reading Reconsidered Training	ML	Nov/Dec
2.6	Book Fair held in school for parents to buy books for Christmas	EW	4 <sup>th</sup> Dec
2.6	Charlie Sharpe has written a document to explain the process of selecting MNP! for our school	CS	1 <sup>st</sup> Nov
2.6	Charlie Sharpe lead on a visit from a Maths Specialist connect to the Yorkshire Maths Hub	CS	28 <sup>th</sup> Nov
2.1	OTC teachers to complete the course and have a celebration event showcasing the learning	OTC	23 <sup>rd</sup> Jan
2.1	CGT teachers to meet Nigel Bishop and Faye Pashby for the first training session	CGT	10 <sup>th</sup> Jan
2.1	Learning and Environment Walks carried out by SLT week beginning 15 <sup>th</sup> Jan	SLT	15 <sup>th</sup> Jan
2.1	Lesson Study explained and started with all teaching staff	ML	2 <sup>nd</sup> Jan
2.1	Matthew and Hayley continue to receive regular meetings with mentors and attend NQT training	EW/MW	19 <sup>th</sup> Jan
2.2	Faye Pashby continues to update the CPD spreadsheet to evaluate training	FP	2 <sup>nd</sup> Jan
2.4	Faye Pashby presented the school's internal data to L&T committee	FP	17 <sup>th</sup> Jan
2.4	All Pupil Progress Meetings from the Autumn Term have been held and notes from meetings shared	FP	5 <sup>th</sup> Jan
2.4	Faye Pashby lead an Assessment update staff meeting for the whole school	FP	19 <sup>th</sup> Jan
2.4	Faye Pashby to meet with new staff and NQTs to ensure all members of staff are familiar with DoL	FP	15 <sup>th</sup> Dec
2.4	Full Governing Assessment Briefing with Ian Stokes	Govs	17 <sup>th</sup> Jan
2.6	Lesson Study 2018 focusing on Close Reading and TDQs	ML	2 <sup>nd</sup> Jan
2.1	Lesson Study 2018 complete and reports written to be shared with L&T committee and website	ML	7 <sup>th</sup> Feb
2.2	Teaching Overview updated with the monitoring information from Nov-Jan	ML	31 <sup>st</sup> Jan
2.5	January's PWP story maps and videos available on the website	EB	31 <sup>st</sup> Jan
2.6	Steve Dawson has undertaken 2 days' worth of training/support on Reading so far	ML	31 <sup>st</sup> Jan
2.7	Martin, Charlie and Joanna went to York to watch teachers from Shanghai teach a lesson	ML/CS/JR	31 <sup>st</sup> Jan
2.5	PWP Clarity Document created and ready to be given out to all teaching staff	ML/EW	23 <sup>rd</sup> Feb
2.4	Spring term PPMs took place with Whole Class and SEND focus in one meeting	FP/JW	15 <sup>th</sup> Apr
2.4	Email invitation sent to all adults involved in the administration of SATs	ML	15 <sup>th</sup> Apr
2.5	ML and EW attended PWP training in Bradford PT Day 5	ML/EW	15 <sup>th</sup> Apr
2.4	Staff have had regular assessment information staff meetings run by FP	FP	May
2.5	The monitoring of PWP is now in place and being undertaken by the new English team	EW/KS	May/June
2.6	The monitoring of Reading is now in place and being undertaken by Steven Dawson and the Eng Team	EW/KS	May/June

### Priority 3

Linked to objective:	Evidence collected	Staff Initial	Date
3.1	Attendance Officer and Attendance AHT create an action plan	EW/LL	18 <sup>th</sup> Oct
3.1	Leeds City Council Attendance support working with Lisa to put in place actions to reduce PAs	LL	15 <sup>th</sup> Sept
3.1	Weekly Late Gates with Lisa and AHTs	LL/AHTs	15 <sup>th</sup> Sept
3.1	Lisa Lilley attended the JESS cluster attendance group	LL	5 <sup>th</sup> Oct
3.2	Weekly Behaviour information is gathered and analysed and AHT support directed	KS	weekly
3.2	Ofsted Behaviour information updated	KS	11 <sup>th</sup> Oct
3.2	Behaviour Letters to parents updated ready to present to the governing body	KS	11 <sup>th</sup> Oct
3.2	Kate Standish trialled Trackit Lights and is now ready to roll out to teachers in PPA	KS	16 <sup>th</sup> Oct
3.2	Behaviour Policy included in the staff handbook	ML	15 <sup>th</sup> Sept
3.2	Julie Williams created folder on shared resources with Anti-bullying information on	JW	14 <sup>th</sup> Sept
3.3	Kate Standish creates new seating plan for dinners with all children mixed on all tables	KS	5 <sup>th</sup> /6 <sup>th</sup> Sept
3.3	KS leads assemblies and staff meetings reinforcing expectations in the hall	KS	5 <sup>th</sup> /6 <sup>th</sup> Sept
3.3	ML timetables SLT to spend one lunchtime per week in the hall	ML	4 <sup>th</sup> Sept
3.4	Open Morning postponed to 1 <sup>st</sup> November	ML	1 <sup>st</sup> Nov
3.1	Lisa L met with Cassandra on Thurs 19 <sup>th</sup> to discuss Persistent Absence	LL	19 <sup>th</sup> Oct
3.2	Dinnertime clubs set up for 8 children identified	ML	16 <sup>th</sup> Oct
3.2	Trackit Lights successfully trailed in Year 4 and ready to roll out across the school	ML	20 <sup>th</sup> Oct
3.1	Lisa Lilley and Elisa Whitfield have created the school attendance action plan	LL/EW	1 <sup>st</sup> Nov
3.1	Lisa Lilley to work with School Attendance team to issue Fast Track notices	LL	18 <sup>th</sup> Nov
3.1	Lisa Lilley meeting with Elisa Whitfield once a week from 1 <sup>st</sup> Nov onwards	LL/EW	1 <sup>st</sup> Nov
3.1	Lisa Lilley is tracking potential PAs to ensure that their attendance improves	LL	18 <sup>th</sup> Nov
3.2	Kate Standish introduced Trackit Lights to all teachers in PPA week beg 30 <sup>th</sup> Oct	KS	30 <sup>th</sup> Oct
3.2	KS and Inclusion team writing Individual Behaviour Plans for all children who require one	KS	30 <sup>th</sup> Oct
3.2	Julie Williams leads on the Anti-Bullying week activities and exhibition in school	JW	13 <sup>th</sup> Nov
3.2	Anti-Bullying display in school is updated with 2017 work	JW	13 <sup>th</sup> Nov
3.4	Carrie Parrish/Lisa Lilley attended Autumn Parents' evening	CP/LL	22 <sup>nd</sup> Nov
3.1	Fast Track letter sent to 10 families identified as Persistently Absent	LL	2 <sup>nd</sup> Jan
3.1	SAO updated the school's attendance display in the porch and on the website and	LL	17 <sup>th</sup> Jan
3.1	SAO updated the school's attendance information sheets in preparation for Ofsted	LL	17 <sup>th</sup> Jan
3.2	HT2 Good to be Green winners announced in assembly	KS	19 <sup>th</sup> Jan
3.2	Kate Standish updated the school's behaviour information sheets in preparation for Ofsted	KS	17 <sup>th</sup> Jan
3.1	Families causing concern with attendance are discussed at inclusion meetings	LL	31 <sup>st</sup> Jan



**Priority 4**

<b>Linked to objective:</b>	<b>Evidence collected</b>	<b>Staff Initial</b>	<b>Date</b>
4.1/4.4	Faye P met with all teachers to discuss class targets	FP	16 <sup>th</sup> Sept
4.1/4.4	Faye P redesigned class target sheet to show clearly the focus children	FP	16 <sup>th</sup> Sept
4.3	Jane Wilson, Paula Passey and Inclusion Team assess children during stay and play in July 2017	SEND	July 2017
4.3	Jane Wilson and Paula Passey arrange training for September based on the needs of the children	JW	Sept 2017
4.3	JW and Inclusion team gather evidence to apply for additional funding for 20 children	JW	Sept 2017
4.4	Class teachers to send ML their context sheets before Friday 29 <sup>th</sup> Sept	ML	29 <sup>th</sup> Sept
4.4	Faye P to have completed analysis of published data by October 16 <sup>th</sup>	FP	16 <sup>th</sup> Oct
4.1	SEND Pupil Progress Meetings took place	JW	4 <sup>th</sup> Dec
4.3	All SEND funding applications were completed and submitted on time	JW	30 <sup>th</sup>
4.4	Faye Pashby completed the Autumn Internal Data Analysis	FP	14 <sup>th</sup> Dec
4.1	All Pupil Progress Meetings from the Autumn Term have been held and notes from meetings shared	FP	5 <sup>th</sup> Jan
4.3	Inclusion team lead by Elaine Boyce produced Autumn 1 SEND and Intervention Data	SLT	12 <sup>th</sup> Dec
4.1	PPMS took place in the last week of the Spring Term	FP/JW	15 <sup>th</sup> Apr
4.1	Spring term PPM sheets adapted to focus on Key Headline data	FP	Apr
4.1	Inclusion team, lead by EB, produced Spring Intervention data	EB	Apr
4.1	Budget meeting with Local Authority and school set SEND final expectations	ML	22 <sup>nd</sup> Apr
4.4	FP attended Learning and Teaching committee to share assessment data	FP	Apr
4.4	ML (EYFS) attended a diminishing the difference in EYFS course	ML	Apr

### Priority 5

Linked to objective:	Evidence collected	Staff Initial	Date
5.1/5.3	Tom G to deliver weekly training on 'in the moment planning' on Friday afternoons	TG	8 <sup>th</sup> Sept
5.1	Tom G to monitor staff in provision and provide support	TG	Weekly
5.2	Tom G attended EYFS Safeguarding training	TG	19 <sup>th</sup> Sept
5.2	Tom G to plan Safeguarding Questions for his team following training	TG	25 <sup>th</sup> Sept
5.4	Tom G to work with all adults to baseline children in EYFS	TG	29 <sup>th</sup> Sept
5.6	Staff to run meet your child's teacher meetings	Teachers	18 <sup>th</sup> Sept
5.6	Weekly Target children identified and discussed in morning meetings	Teachers	18 <sup>th</sup> Sept
5.6	Trip to build a bear with bears now being sent home	Teachers	14 <sup>th</sup> Sept
5.6	EYFS Reading Meeting for Parents held on Monday 16 <sup>th</sup> October	Teachers	16 <sup>th</sup> Sept
5.1	Kate Standish delivered Circle time training to the teachers in phase planning day	KS	13 <sup>th</sup> Dec
5.1/5.3/5.4	Reception Snack Time is not adult-led with opportunities to develop language	Teachers	1 <sup>st</sup> Dec
5.1	Elisa Whitfield delivered Handwriting training to the teachers in phase planning days	EW	13 <sup>th</sup> Dec
5.1/5.3	Joanna Roberts delivered Writing Stars and Beanstalk training in phase planning days	JR	13 <sup>th</sup> Dec
5.4	Early Play and Social Interventions in place and run by Paula Passey	PP	30 <sup>th</sup> Oct
5.5	Provision clearly reflected the T4W stories in both the challenge day and 11 <sup>th</sup> Dec	ML	11 <sup>th</sup> Dec
5.6	Faye Pashby undertook EYFS target setting meetings	FP	27 <sup>th</sup> Nov
5.6	Morning Meetings are now focused on next step ladders and how to move children forward	EW	20 <sup>th</sup> Nov
5.1	ML and Elisa Whitfield met with EYFS teachers to distribute task on the action plan	ML/EW	16 <sup>th</sup> Jan
5.1	SALT training for all EYFS members of staff undertaken by Jen Camplin	JC	7 <sup>th</sup> Feb
5.1	Children are now regularly exposed to at least 5 stories/poems/songs each day	EYFS	7 <sup>th</sup> Feb
5.1	Phonics Training delivered to all EYFS staff by EW and JE	EW/JE	29 <sup>th</sup> Jan
5.1	EYFS learning walk showed that Phonics training is being embedded into provision	ML	7 <sup>th</sup> Feb
5.1	EYFS Penpals is now in place on teachers computers and being used in sessions	EW	7 <sup>th</sup> Feb
5.1/5.3	From Learning Walks it is evident that children are using the Rocket to self-check their work	ML	7 <sup>th</sup> Feb
5.2	From Learning Walks it is evident that children are having a daily maths session	CS	7 <sup>th</sup> Feb
5.3	Daily challenges and next steps are in place and used by the majority of children in EYFS	EYFS	7 <sup>th</sup> Feb
5.3	All adults in EYFS undertook behaviour training from Max our, Behaviour specialist	Max	25 <sup>th</sup> Jan
5.4	From Learning Walks it is clear that Morning meetings in EYFS are very effective and professional	EYFS	7 <sup>th</sup> Feb
5.5	From Learning Walks it is clear the PWP is driving the themes of the areas of provision	EYFS	7 <sup>th</sup> Feb
5.6	1 hr overtime each week is being provided for EYFS support staff to write up Observations	ML	7 <sup>th</sup> Feb
5.6	EYFS Target setting meetings and PPM meetings have taken place	FP	31 <sup>st</sup> Jan
5.6	Maxine L undertook Leeds CC Moderation training	ML	7 <sup>th</sup> Feb