



Hunslet Carr Primary School
Leeds



Hunslet Carr Primary School

School Improvement Plan

2015-16

High Expectations, Caring, Positive Attitudes and Successful

School Improvement Plan Hunslet Carr Primary School 2015/16
Total Cost of Plan £48,900 RAG Rated Sunday 5th June

Priority 1: Increase the percentage of children on track in each year group for RWM to 75% minimum		Good progress for 2015-16 is defined by the Depth of Learning indicator in KS1 and KS2 and takes in to account a child's past Milestone performance. In EYFS good progress is defined as 8 Development Matters Stages. For some year group 75% RWM is an ambitious target and we recognise that for Y6 our target needs to be 85% RWM. (see appendix 1 for 2014-15 data)			Priority Leader: ML Gov Com: Learning & Teaching Cost of Priority £80,500
Objectives	Success Criteria	Specific Actions	Monitoring, evaluation & implementation arrangements	How will we measure the impact on Pupil Progress?	Resources
<p>Teachers to understand the importance of the non-negotiables as a tool to ensure that the appropriate % of their class reach the end of year expectations.</p>	<p>At least 12 out of 15 classes achieve 75% of their children meeting all of the English and Maths non-negotiables (see appendix 2 for a copy of the non-negotiables)</p>	<p>English and Maths Coordinators to write non-negotiables in line with the CQ Milestones. (7/9)</p> <p>Re-introducing the scheme in September to staff, children and parents through staff meetings, input in lessons, meet your child's teacher meetings, leaflets & newsletters. (21/9)</p> <p>Teachers to have a chance to discuss the non-negotiables and how they might teach them within phase meetings. (15/9)</p> <p>Teachers to come prepared to discuss non-negotiables at pupil progress meetings where they will be a key priority discussion. (20/11)</p> <p>Action plans put in place during pupil progress meetings for teachers whose class are not making sufficient progress. (20/11)</p> <p>Performance management forms to include the expectations that 75% of class achieve ALL the non-negotiables. (20/11)</p>	<p>SLT meeting on 9th Sept to discuss proposed non-negotiables to ensure consistent message to all staff</p> <p>Lesson input from to be monitored week beg 5th Oct by SLT to ensure non-negotiables are a high priority.</p> <p>Hold 'meet your child's new teacher' meetings on 14th /15th September.</p> <p>Non-negotiable leaflets to be sent week beg 14th Sept to parents with details of how to help children at home.</p> <p>Update pupil progress meeting forms to reflect increase in priority – 5th box on the forms.</p> <p>James Annetts to email/call headteacher at the end of each month for an update on this Priority.</p> <p>James Annetts to visit the school with the express purpose of checking the progress of this priority once a term.</p>	<p>Each term staff will report to SLT the % of children who have achieved the non-negotiables. 23/11, 21/3 & 4/7</p> <p>The judgements given to progress in the non-negotiables during observations, learning walks and book trawls.</p> <p>The % of children achieving all of the non-negotiables in English and Maths at the end of the year (4th July 2016)</p>	<p>Staff meeting time.</p> <p>Phase meeting time.</p> <p>Meeting with ML/LB to discuss data and agree data targets for year in Sept.</p> <p>Meet your child's teacher - parent meeting.</p> <p>Total Cost £0 All meetings within normal time</p>

<p>Consistent progress in all year groups through: Planning that engages, challenges, motivates and offers good feedback to children. (The Big4) (Appendix 3 for the Big 4)</p>	<p>All learners have engaging and sufficiently challenging work throughout all areas of the curriculum, and as a result make good progress.</p> <p>Lessons are planned to motivate and engage children and as such they are more independent and active in their own learning.</p>	<p>Staff are given the opportunity on a regular basis to share good practice around elements of the Big 4 in staff meetings and phase meetings. (21/9, 19/10 & 23/11)</p> <p>Lesson Study and Video Analysis – see priority 3. (January 2015)</p> <p>Within termly pupil progress meetings, ensure teachers are challenged vigorously about underachievement of all children. Action plans to be written to challenge under performance. (23/11, 21/3 & 4/7)</p> <p>SLT to analyse data using the Depth of Learning software to ensure children are making at least expected progress. (15/12, 15/2)</p> <p>All staff to receive information on school data from sources such as Raise Online, previous non-negotiable results in relation to their class on 21st Sept and agree what good progress will look like.</p> <p>Teachers to be given feedback after Distributed Leadership activities and SLT monitoring. (See Assessment Calendar)</p>	<p>Staff/Phase meetings time given to discussing learning and teaching.</p> <p>Termly Planning and book scrutinies carried out by Phase Leadership Teams and SLT. 6/10, 16/11, 25/1, 22/2, 2/5,</p> <p>Termly SLT Triangulation, Pupil progress meetings & Learning Walks with Curriculum Committee governors. 5/10, 30/11, 18/1, 29/2, 2/5 & 20/6</p> <p>Progress analysis carried out in Autumn for KS1 and KS2 SAT results.</p> <p>Meetings between LB and teachers to discuss their new class data and agree progress measures.</p>	<p>Through planning scrutiny and various monitoring measures it is clear teachers know how to plan good to outstanding lessons based on the principles of the Big 4.</p> <p>The judgements given to progress during observations, learning walks and book trawls.</p> <p>The % of children said to have made good progress using the Depth of Learning indicator from Chris Quigley's essentials should be between 75% and 85% as a minimum by 4th July 2016.</p> <p>Writing = 11/12 Reading = 11/12 Maths = 9/12</p>	<p>Staff/Phase meeting time.</p> <p>Pupil Progress meetings.</p> <p>Learning Walks Book Trawls.</p> <p>Meeting with ML/LB to discuss data and agree data targets for year in Sept.</p> <p>Total Cost £3,000 HLTA Costs to release staff for progress meetings</p>
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<p>Narrowing the gap between the performance of children who are eligible for pupil premium (PP) money and those who are not at the end of each key stage.</p>	<p>At Yr6, Yr2 and Rec the gap in performance of our PP to national PP and national nonPP will be lower.</p> <p>In all year groups the progress of PP children will be higher than nonPP, narrowing the school in gap.</p>	<p>For ML to write a PP policy explaining how the school receives PP and the basis in which decisions are made to spend it by Oct 1st 2015.</p> <p>Ensure the school website meets the requirements for publishing PP information. (31/10)</p> <p>For SLT to understand the baseline data for both groups of children so that comparisons can be made throughout the year. (16th Sept)</p> <p>To deliver intervention programmes such as, Every Child a Counter, Fischer Family Trust reading & Active Literacy Kit. (wk beg 21st Sep)</p> <p>JW to monitor specific intervention programmes to ensure that they give value for pupil premium money in narrowing the gap. (as a minimum 23/11, 21/3 & 4/7)</p> <p>Children at risk of not achieving Yr6 performance descriptors and eligible for pupil premium funding given priority for 2:1 tuition with Sue Hill. (wk beg 21st Sep)</p> <p>Higher attaining children in Yr6 who are eligible for pupil premium funding given priority for 2:1 tuition from Simon Deacon. (wk beg 21st Sep)</p> <p>Teachers are made aware of the gap between the two groups in their class during the meeting with LB in September. (22/9)</p> <p>To increase the focus of children eligible for pupil premium funding in termly pupil progress meetings so that teachers have to talk through their performance. (23/11, 21/3 & 4/7)</p> <p>For actions plans agreed when there has been underperformance or no narrowing of the gap to be put in place and monitored by SLT.</p> <p>Termly progress data analysis to show the relative performance of these two groups of children.</p>	<p>For the policy and website to be in place by the end of October 2015.</p> <p>LB to understand the baseline of the two groups in September.</p> <p>Teacher and TAs to access training for specific interventions they are asked to teach.</p> <p>Within pupil premium meetings SLT to challenge any underperformance of the two groups and write an action plan to narrow the gap. 23/11, 21/3 & 4/7</p> <p>Termly progress data to be available before each pupil progress meeting.</p> <p>SENCo to monitor the impact of all specific intervention programmes and intervene where progress is not apparent.</p>	<p>Through a range of monitoring it is clear that teachers actively seek all opportunities to narrow the gap between the two groups.</p> <p>Teachers are responsible for the performance of these group through targets on their performance management.</p> <p>The % of children said to have made good progress using the Depth of Learning indicator from Chris Quigley's essentials is higher for PP than nonPP and is at least between 75% and 85% as a minimum by 4th July 2016.</p> <p>Writing = 2/6 Reading = 4/6 Maths = 1/6</p>	<p>Cost of specific interventions inc. Training.</p> <p>Cost of 2:1 tuition</p> <p>Termly pupil progress meetings.</p> <p>Total Cost £77,500</p> <p>Intervention costs £70,000 2:1 Tuition £7,500</p>
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<p>To significantly improve the percentage of children achieving the appropriate Milestone in Writing in all year groups</p>	<p>The percentage of children at ARE in Writing as defined by the milestones improves from:</p> <p>50% to 68% in Yr2 63% to 77% in Yr3 64% to 81% in Yr4 62% to 70% in Yr5 46% to 79% in Yr6</p> <p>as a minimum requirement (These improves relate to the conversion of children who just missed ARE last year successfully achieving it this year.)</p>	<p>See Appendix 4 – English Action Plan 2015-16 with specific Measures to Improve Writing</p>		<p>That the percentage of children at ARE in Writing as defined by the milestones is at least:</p> <p>68% in Yr2 Act = 67% 77% in Yr3 Act = 67% 81% in Yr4 Act = 76% 70% in Yr5 Act = 60% 79% in Yr6 Act = 82%</p> <p>By 4th July 2016</p>	
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Priority 2: Embed the process by which teachers measure progress and attainment without NC levels.					Priority Leader: LB Gov Com: Learning & Teaching Cost of Priority £3,200
Objectives	Success Criteria	Specific Actions	Monitoring, evaluation & implementation arrangements	How will we measure the impact on Pupil Progress?	Resources
School Leaders to become familiar with English and Maths CQ Milestones and DoL software	For ML/LB to be familiar with English and Maths Milestones and how these can be used to assess. For ML/LB to be familiar with how Milestones can be tracked on Depth of Learning (DoL) software and what represents good progress.	LB to attend CQ Assessing without Levels course in Sheffield on 5 th June. LB to attend FFT Aspire course in Leeds on 18 th Sept. ML/LB to attend CQ Depth of Learning course in Newcastle on 16 th Oct and 26 th Nov SLT meeting on Wed 23 rd Sept to discuss how to assess with Milestones and convert from APP ready for Inset day on 2 nd Oct. SLT to decide on how to integrate Maths Milestones with current Abacus planning. (19/11) LB to lead on planning and delivery of inset day on 2 nd Oct to explain to teachers how we will assess, how we can convert from levels, end of year group expectations and to have the chance to moderate. SLT meeting on Wed 16 th Dec to discuss how to use Milestones and the DoL software to measure children's progress ready for Inset day on 4 th Jan. LB to lead on planning and delivery of inset day on 4 th Jan to explain to teachers what expected progress looks like and how we can use DoL software to track children and predict expected progress for individual children.	Courses are booked and ML / LB attend. DoL software is installed and information migrated from SIMS before November 31 st SLT time is set aside for meetings to discuss the training, milestones and tracking software. 23/9 & 16/12 Inset days are planned at SLT meetings beforehand to so all leaders understand what we are going to share with the teachers. James Annetts to email/call headteacher at the end of each month for an update on this Priority. James Annetts to visit the school with the express purpose of checking the progress of this priority once a term.	ML and LB will be able to offer support to teachers so they: will be able to assess children using Milestones. will be able to moderate work against end of year group expectations based on Milestones. know how to use DoL software to track children and to measure if they are making sufficient progress. The % of children said to have made good progress using the Depth of Learning indicator from Chris Quigley's essentials should be between 75% and 85% as a minimum by 4 th July 2016. Writing = 11/12 Reading = 11/12 Maths = 9/12	Training costs. SLT time Inset Days Total Cost £3,000 DoL Software £995 Training and Travel Costs £2005

<p>Teachers to become aware of how to assess and track progress without levels.</p>	<p>Teachers will use Milestones to assess pupils and use DoL software to predict progress and then track for it.</p>	<p>To attend the inset day on 2nd Oct to learn how we will assess, how we can convert from levels, end of year group expectations and to have the chance to moderate.</p> <p>To have the opportunity to moderate assessments using CQ Milestones in English and Maths before each of the 3 Assessment weeks on the school calendar. 9/11, 7/3 and 6/6</p> <p>To have the opportunity (at least in 2 and 6) to moderate with local schools who are also using CQ Milestones.</p> <p>To have access to drop-in sessions to show teachers how to use the DoL software to find expected progress and to measure progress within their class run by ML or LB.</p>	<p>DoL software is installed and information migrated from SIMS before November 31st</p> <p>Time is set aside for meetings to moderate assessments and to go through the DoL software. (3 meetings a term to moderate – on Assessment calendar)</p> <p>Teachers attend inset and leave understanding how to assess English and Maths using CQ Milestones and how to measure progress.</p>	<p>Teachers will be able to assess children using Milestones.</p> <p>Teachers will be able to moderate work against end of year group expectations based on Milestones.</p> <p>Teachers know how to use DoL software to track children and to measure if they are making sufficient progress.</p> <p>Through the above 3 points being achieved:</p> <p>The % of children said to have made good progress using the Depth of Learning indicator from Chris Quigley's essentials should be between 75% and 85% as a minimum by 4th July 2016.</p> <p>Writing = 11/12 Reading = 11/12 Maths = 9/12</p>	<p>Training costs.</p> <p>Staff meeting time</p> <p>Inset Days</p> <p>Total Cost £0 All meetings within normal time</p>
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<p>Teachers to be able to report assessment with levels information to SLT and Parents.</p>	<p>All teachers to be able to discuss confidently by the end of the year their assessment of a child in English and Maths.</p>	<p>To have regular staff/phase meetings where teachers share examples of assessment and moderation. (3 meetings a term to moderate – on Assessment calendar)</p> <p>LB to begin to create a school version of English Standards Files for teachers to refer to when unsure. (after each writing moderation staff meeting)</p> <p>ML to begin to create a school version of Maths Standards Files for teachers to refer to when unsure. (after each maths moderation staff meeting)</p> <p>Pupil Progress Forms to be modified to reflect the move to Milestones and the new expectations around Progress. 23/11, 21/3 & 4/7</p> <p>Children's end of year reports to be modified to reflect the move to Milestones and the new expectations around Progress.</p>	<p>Timetabled staff/phase meeting time.</p> <p>LB and ML to have time to create the Standards Files using examples from the 3 moderation meetings each term.</p> <p>Drop-In sessions for teachers to become familiar with the DoL software</p> <p>ML to modify Pupil Progress Forms and KS1 and KS2 end of year reports.</p>	<p>Teachers speak confidently about what Knowledge, Attitudes, Skills and Habits (KASH) children have that means they are a certain grade within a Milestone (BAD).</p> <p>Teachers are able to confidently discuss Milestones with Leaders, Parents and Children.</p> <p>The % of children said to have made good progress using the Depth of Learning indicator from Chris Quigley's essentials should be between 75% and 85% as a minimum by 4th July 2016.</p> <p>Writing = 11/12 Reading = 11/12 Maths = 9/12</p>	<p>Staff/Phase meeting time</p> <p>Total Cost £0</p> <p>All meetings within normal time</p>
<p>All other stakeholders to be aware of the school's new assessment systems</p>	<p>For Parents, Governors, the LA and Ofsted to be aware of the school's new system of assessment.</p>	<p>LB to write a 2 page explanation of the school's new assessment system by November 31st.</p> <p>Through leaflets, website, parent's evenings, School Prospectus, Curriculum sub-committee meetings and School Improvement Adviser meetings, all stakeholders to be aware of the school's assessment system.</p>	<p>LB to receive Management time in order to write the explanation ready for Jan 4th Inset day.</p> <p>Explanation, leaflet, website and prospectus to be created to inform all groups.</p>	<p>The school's stakeholders (in particular the Govs and SIA) to understand the school's assessment systems.</p>	<p>Management time for LB.</p> <p>Resource costs</p> <p>Gov's and SIA meetings</p> <p>Total Cost £200</p>

Priority 3: To maintain the proportion of teaching rated good or better to at least 80% of which 30% would be outstanding.		% as defined by the proportion of good or outstanding teaching on the school's teaching overview. Current Position is 74% Good or Better with 15% Outstanding (see appendix 5)			Priority Leader: ML Gov Com: Resources Cost of Priority £20,000
Objectives	Success Criteria	Specific Actions	Monitoring, evaluation & implementation arrangements	How will we measure the impact on Pupil Progress?	Resources
To have a shared understanding of what outstanding teaching looks and feels like.	The proportion of teaching rated as good or better is at least 80% and 30% outstanding.	<p>To have regular staff/phase meetings where teachers are asked to share examples of outstanding practice seen on learning walks and lesson observations. 19/10, Lesson Study and 20/6</p> <p>To watch video lessons (from DVDs at first) within staff meetings to increase the range of dialogue around what outstanding practice.</p>	<p>Timetabled staff/phase meeting time to look at outstanding examples of practice.</p> <p>Kevin Birkin to email/call headteacher at the end of each month for an update on this Priority.</p> <p>Kevin Birkin to visit the school with the express purpose of checking the progress of this priority once a term.</p>	<p>Through a range of monitoring techniques the proportion of teaching rated good or better is maintained or increased.</p> <p>Through good or better teaching the percentage of children at ARE in Writing as defined by the milestones is at least:</p> <p>68% in Yr2 Act = 67% 77% in Yr3 Act = 67% 81% in Yr4 Act = 76% 70% in Yr5 Act = 60% 79% in Yr6 Act = 82%</p>	<p>Staff/Phase meeting time</p> <p>Total Cost £0 All meetings within normal time</p>
Teachers to take part in Lesson Study.	Teachers gain a better understanding of what constitutes outstanding teaching.	<p>Time in the Spring term for teachers to plan a Lesson Study.</p> <p>All teachers within the phase to have the opportunity to teach the lesson with all of the teachers within the phase observing and to then have time to meet in order to review the lesson before it is next taught.</p> <p>SLT to organise time after the round of lessons for teachers to meet and discuss points to take away from the process.</p> <p>[Appendix 6 – Spring Assessment Calendar]</p>	<p>Time is set aside in the Assessment timetable for meetings and lesson observations to take place in the Spring term.</p> <p>Feedback shared amongst teachers and SLT on how practice has developed and how it will continue to develop.</p>	<p>Teachers are aware of what constitutes outstanding teaching and learning.</p> <p>Teachers have clear statements of what went well and areas to develop further.</p> <p>Children make increased progress due to improvements in teaching – See above statements for specific outcomes.</p>	<p>Staff meeting time in Spring.</p> <p>Lesson observation time.</p> <p>Total Cost £1,500 HLTA Costs to release staff for observations</p>

<p>Changes to lesson observation procedure in 2015/16.</p>	<p>Teachers to become partners in lesson observations and feel that the process is restorative in nature.</p>	<p>Teachers invite their phase leader and a member of the SLT to a lesson they feel will be at least good in the autumn and 2nd half of the spring term.</p> <p>Teachers can ask for their lesson to be recorded with the memory card being given to them directly after the lesson.</p> <p>Teachers and SLT members to discuss the lesson afterwards based on the OTI model. Asking questions about choices made and impact these had on the children. Agree on a judgement in key areas of learning.</p> <p>Teachers continue to have a 'get out of jail free card' during lesson observations.</p> <p>Observations to take place between 14/9 and 9/10 and in the summer 20/4 and 10/5</p>	<p>Arrangements made to release the phase leader and either ML or JW during the autumn / 2nd half of spring term for pre/post meetings and observations.</p> <p>Purchase memory cards that can be used to record lessons.</p> <p>Use the OTI video analysis questions as a basis for the discussion around the lesson and the lesson observation form to find the grade.</p> <p>Teachers given 'get out of jail cards' in September.</p>	<p>Teachers will be more engaged in the process of lesson discussion and have a greater understanding of what is Outstanding.</p> <p>The increase in quality of lessons will lead to an improvement in standards.</p> <p>The level of risk taken in observation lessons will increase and the judgements will improve.</p> <p>Children make increased progress due to improvements in teaching – See above statements for specific outcomes.</p>	<p>Pre/Post meeting time</p> <p>Observation time</p> <p>OTI Questions</p> <p>Total Cost £1,500</p> <p>HLTA Costs to release staff for observations</p>
<p>A cohort of teachers to access the Outstanding Teaching Intervention.</p>	<p>For the cohort to improve one Ofsted grading in their teaching over the course of the intervention and at to have sustained the improvement at least two terms later.</p>	<p>In the Autumn term to undertake the OTI training with Nicole, Julia, Kathryn, Natalie and Ben.</p> <p>From the teaching overview in Oct teachers to be graded at least one Ofsted level higher than their baseline by the following Oct.</p> <p>Teachers from the OTI cohort feeding back to other teachers the excellent practice that they have delivered or seen. 19/10, Lesson Study and 20/6</p>	<p>SLT to meet at the start of October to review the 2014-15 PM cycle and set baselines for 2015/16.</p> <p>Release time organised so that the cohort is allowed to take part effectively in the input and planning day and then Video and Feedback mornings.</p>	<p>Teachers in the OTI cohort have a better understanding of outstanding and are working towards it.</p> <p>Children make increased progress due to improvements in teaching – See above statements for specific outcomes.</p>	<p>Release time for OTI cohort.</p> <p>Total Cost £12,000</p> <p>Cost of the course and Supply Costs to release staff for feedback</p>

<p>To continue and further develop the quality of 1:1 and small group intervention</p>	<p>To improve the skills and deployment of the TA team.</p>	<p>TAs to access regular training during Inset Days on specific areas of the curriculum and skills such as SALT, that will form the basis of Learning Enquiry walks throughout the year. [See Assessment Calendar]</p> <p>Following learning enquiries, TAs who require support to access training from external agencies and internal such as; Graham Abbott for Maths.</p> <p>ML to adapt the TAs Performance Management forms so that they are in line with the new TA standards being published this year. (before 20/10)</p> <p>TAs to be made aware of the new standards and the skills they should have and to rate themselves on a scale at the start of the year. (before 20/10)</p> <p>Teachers, ML and line managers to discuss with the TA their end of the year ratings on the various skills and for them to have made improvements. (before 20/7)</p> <p>TAs to begin their day at 8.35am so that they are aware of how the teacher aims to deploy them during the rest of the day.</p> <p>All new TAs to be employed on 28.75hrs contract, TIO + 5 and to have to take a Yr6 SAT test as part of their interview process.</p>	<p>Inset Days to be placed on the assessment calendar for next year and TAs made aware of them ASAP.</p> <p>Teachers to be made aware of the training focus for the TAs to help in reinforce training in class.</p> <p>Introduction of the new TA Standards on the PM forms as well as an awareness in school.</p> <p>TAs PM to use the ratings over the year as a basis for measuring performance and tackling under-performance.</p>	<p>TAs to improve in key areas of the new standards throughout the year.</p> <p>High performing TAs to be made aware of the good job they are doing in school and the issue of under-performing TAs to be tackled.</p> <p>Children in 1:1 or small group interventions to make increased progress due to improvements in TA teaching as measured in PIVATs or Milestones.</p>	<p>Training time Learning Enquiries Performance management</p> <p>Total Cost £5,000</p>
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Priority 4: To maintain and further develop the strength of leadership throughout the school at different levels.					Priority Leader: ML Gov Com: Resources Cost of Priority £11,200
Objectives	Success Criteria	Specific Actions	Monitoring, evaluation & implementation arrangements	How will we measure the impact on Pupil Progress?	Resources
Strengthen the links between school and its governing body.	To ensure that governors are further involved in the life of the school so that they are well informed and able to act as a critical friend.	<p>Continue with the progress made in 2014/15 by:</p> <ul style="list-style-type: none"> Continuing to send information relevant to meetings 10 days early so that governors are able to read the information and put forward questions on the issue. Governors to take part in learning walks and book trawls. (Appendix 6 – Assessment calendar for dates) Learning and Teaching Committee to invite subject coordinators to short 15 mins presentations throughout the year on a rolling program. Data and Standards presentation to Governors during Learning and Teaching; including YMc reporting on outcomes for CLA and JW reporting on outcomes for SEN children Assigning a link committee and chair for each priority on the School Improvement Plan who is responsible for checking on the outcomes and impact with the priority leader(s) 	<p>Share the SIP with governors so that they are aware of these plans.</p> <p>Share the Assessment Calendar so governors are aware of the dates and times of book trawls and learning walks so that they can attend.</p> <p>Create a rolling program of subjects to be invited to the Curriculum and Standards committee.</p> <p>Add Data and Standards presentation, report on CLA and SEND to agenda of the governing body.</p> <p>Kevin Birkin to email/call headteacher at the end of each month for an update on this Priority.</p> <p>Kevin Birkin to visit the school with the express purpose of checking the progress of this priority once a term.</p>	<p>Governors are part of the school's monitoring arrangements and offer advice and questions.</p> <p>Governors are more aware of what is happening in school around the curriculum and can better question coordinators about how effective provision is.</p> <p>Governors are able to discuss with outside agencies decisions made around SEND, Pupil Premium and CLA and the impact these decisions have had on children's outcomes.</p> <p>Through their effective leadership governors will ensure:</p> <p>Children make increased progress due to improvements in teaching – See above statements for specific outcomes.</p>	

		<ul style="list-style-type: none"> Working with the Governing Body Service to: <ul style="list-style-type: none"> Carry out a 360 review and from that write a governor action plan. (3/11) Put in place plans for succession in terms of the chair of governors. (6/10) Recruit new governors to the committee based on the skills required in the review/action plan. (after 3/11) Ensure a active and successful committee structure (6/10) 			
To continue to develop the Headteacher.	To ensure that ML is supported within his new role.	<p>Develop effective practice during 2015/16 by:</p> <ul style="list-style-type: none"> Taking part in Headspace – a training programme run by Leeds LA for new Headteachers (28/9 and 5 more days during 2015/16) Ensuring that a Mentor is put in place who can offer advice and support when needed (David Rountree – Noctua) Ensuring the governing body put effective performance management procedures and support in place (9/11 – Diane Lightowler) Working closely with other heads in COGs and JESS Support from the School Improvement Adviser 	<p>Ensure ML signs up to Headspace and has release time to attend training.</p> <p>Speak to LA mentor during September</p> <p>Meet with Pam Reed on 16th Sept to discuss Governing Body matters and performance management</p>	<p>Through effective leadership ensure: Children make increased progress due to improvements in teaching – See above statements for specific outcomes.</p>	<p>Total Cost £1000 Training costs</p> <p>All meetings within normal time</p>

<p>To develop the role of the subject leader</p>	<p>To ensure that subject leaders understand and feel supported in their role.</p> <p>To increase the level of support for subject leaders through development and training.</p>	<p>Develop effective practice in subject leadership during 2015/16 by:</p> <ul style="list-style-type: none"> • Writing an effective Subject Action Plan. • Ensuring their Subject Policy is up to date. • Subject Leaders to be released one afternoon or morning every 6 weeks to undertake monitoring and evaluation of their subject. 	<p>Subject Leaders to be given the release timetable so that they can plan and prepare activities to undertake on that day.</p>	<p>Can Subject Leaders develop their role so that they understand what is expected of them, how to write an effective action plan and how to monitor their subject?</p>	<p>Total Cost £1,000 HLTA Cover costs to release Subject Leaders.</p>
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<p>Continue to develop the phase leader role within school to take in to account their increased responsibility</p>	<p>To ensure that phase leaders understand their role in the monitoring and evaluating system of the school.</p> <p>To become involved in the effective running of their phase; supporting learning and teaching and ensuring the new curriculum is being implemented effectively.</p>	<p>Continue to develop effective practice in their phase during 2015/16 by:</p> <ul style="list-style-type: none"> • Being released at least 1 day each week to monitor a range of factors in their phase including: <ul style="list-style-type: none"> • the standard of teaching • the progress children are making towards the non-negotiables • the standard and progress within children's books and the impact of teacher feedback • the quality of the teaching of basic skills including mental maths, spellings and handwriting • To be visible to parents and children at the start and end of the day when it is your phase leader time. • To introduce pro-forma that is used by all phase leaders whilst undertaking monitoring. • To be a role-model within their phase - being there to offer support and guidance when needed. • To take a lead role within pupil progress meetings with each member of their phase. 	<p>Share the SIP with phase leaders in an SLT so that they are aware of these plans.</p> <p>Alter the phase leaders performance management targets to reflect these new responsibilities.</p> <p>Ask phase leaders to undertake a 3rd PM target based around the NPQH leadership competencies.</p> <p>Inform phase leaders as soon as the Assessment Calendar has been published of the dates and times of key aspects of their role so that they can put these in their diaries and understand the timescales and expectations.</p>	<p>Phase leaders become responsible in for the performance of their phase.</p> <p>Through effective leadership ensure in their phase :</p> <p>Children make increased progress due to improvements in teaching – See above statements for specific outcomes.</p>	<p>Total Cost £9, 200</p> <p>Phase Leader Release Time £7,200</p> <p>Phase Leader Pupil Progress £2,000</p>
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Appendix

- 1. Whole School Reading/Writing/Maths data**
- 2. English and Maths Non-Negotiables**
- 3. The Big 4**
- 4. English Action Plan**
- 5. Spring 2015 Teaching Overview**
- 6. Assessment Calendar**
- 7. Governors' Action Plan**