

**Molescroft Primary School**  
**School Improvement Plan**  
**January to December 2024**

*Everyone a Reader*



**SUMMARY OF PRIORITIES  
PREMIER DIVISION  
EVERYONE A READER**

**READING: Everyone a Reader**

**Developing high-quality book talk in Story Masters & Guided Reading to develop fluency and comprehension.**

**Developing a culture of reading and Reading for Pleasure.**

**Engage parents (particularly in KS2) to read with children**

**A renewed focus on ASSESSMENT using FLiC in all areas of the curriculum**

**Embed and sustain the new WRITING policy and curriculum allowing time for moderation**

**Phonics Into Fluency (Y2/Y3 children)**

**CHAMPIONSHIP DIVISION**

**Mathematics – Factual Fluency & Journaling**

**V20 SEND & Pupil Premium In EVERY Staff Meeting**

**The Future Direction of Molescroft Primary School Finance – Structure Leadership**

**Ensuring Y2 Progress & attainment post SATs**

**On going investment in FY /Y1 equipment**

**Identifying & Targeting the 90 – 99 children**

**Current Y5 Cohort**

**Migration to Spelling Shed Scheme**

## FIRST DIVISION

**Outdoor Learning & Moderation of Science**

**Computing Embedding Curriculum Changes**

**RE – New Faith & Floor Books**

**Eco School**

**History “Comparative & Conceptual”**

**Talented Moles**

**Policy Renewals**

### **GOVERNOR LINKS**

**Training Link Governor: Pat Beckley**

#### **Committee Structure**

**Curriculum & Quality Assurance: All governors are members**

Chair: Ade Adamson

To consider the quality of teaching, learning, assessment and pupil outcomes.

**Finance & Personnel: The Chair of Governors, Head Teacher and ½ the governing body (not including other staff governors)**

Chair: Becky Chapman

To scrutinise, monitor and prioritise the financial arrangements for the school to ensure the most effective use of resources, human, financial and physical. To ensure financial planning supports the ethos, and values of the school and the priorities of the School Improvement plan.

**Safeguarding, Health & Safety and Premises: The Chair of Governors, Head Teacher, staff governors plus the remaining governors not on the committee above.**

Chair: Gary Hughes

To consider and ensure all areas of Safeguarding are effective and robust. Ensure that the learning environment ensures every possible opportunity for personal development. To promote the highest standards of behaviour and welfare.

**Curriculum including automatic links to the School Improvement Plan Objectives: Maximum 1 per governor.**

*To fulfil these roles governors will need to maintain regular contact with the named teacher(s). There should be at least ½ termly contact by phone or email or in person. Governors should visit the school when the children are working at least once a year to see the subject(s) being taught. Governors should attend at least one of the school organised focus tours particularly if it links with his or her monitoring focus.*

**Subject Links**

**English** (named teacher, Ben Rowsell, Jonathon Williams): Kathryn Ratcliffe

**Maths** (named teacher, Richard Atkinson): Ade Adamson

**S.T.E.(M)** (named teachers, DT - Bryony Crofts & Kate McClarron, Science - Carolyn Cameron): Emma Bradley

**Arts** (named teachers (Sophie Power, Laarni Leggatt, Helen Ripley Defender of the Arts): Tina-Louise Wilkes

**History** (named teachers, Ben May) Whiskey Walker

**Geography** (named teachers, Laura Hakner): Pam Lockyer

**Religious Education** (named teacher, Katie Spencer): includes attending B.A.H.L.O.W Pat Beckley

**PSCHE, Pupil Council, Citizenship, Sex & Relationships**, (named teachers, Sarah Mallison): Jo Bridgeman includes attending some Pupil Council meetings.

**Computing** (named teacher, Simon Morton): Gary Hughes

**Primary Languages & Internationalism** includes attending D.I.E.D.R.E (named teacher, Sam Henderson-Tucker): Becky Chapman.

**PE** (named teachers, Emily Wright & Phoebe Dixon): Kris Hilton

**Eco School Educational Visits, Environment, Green Team** (named teacher, Sarah Grainger) Pam Lockyer to attend **Green Team Meetings** as Parish Council Representative.

**Pupil Groups Links including automatic links to the School Improvement Plan Objectives Maximum: 1 per governor:**

*To fulfil these roles, governors will need to be able to make regular visits to school to meet with the named teacher; not necessarily always when the children are present.*

*Governors should visit at least twice a year when the children are present in order to see the pupils at work. (not \*)*

Pupil Premium Champion (named teacher, Matthew Britton) and Other Vulnerable and Minority Groups Champion \* (named teacher, Matthew Britton):

*Ethnic Minorities, English as an Additional Language, Persistent Absence, Emotionally Vulnerable, Behaviour for learning, Looked After Children, Young Carers, Missing the Phonics threshold. Kathryn Ratcliffe*

SEND & Low Achievers Champion (named teachers, Sarah Mallison): Kris Hilton

Talented & High Achievers Champion (named teacher, Ben Rowsell): Pam Lockyer

Early Years (named teacher, Richard Atkinson): Pat Beckley

Safeguarding including Child Protection \* (named teacher, Matthew Britton): Chair of Governors: Ade Adamson

Assessment (named teachers SMT) **Jo Bridgeman**

Wellbeing (named teachers Sarah Mallison) **Chair of Governors: Adrian Adamson**

## **ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS**



**Molescroft Primary School**  
**Everybody Cares, Everybody Learns, Everybody Matters**  
**School Improvement Plan 2024**

**FOCUS: Ensuring challenge and security of achievement for all in English and Maths**

**Regarding: Pupil Premium Children**  
**GOVERNOR LINK: KATHRYN RATCLIFFE**

**Regarding: SEN and PRIOR LOWER ATTAINERS**  
**GOVERNOR LINK: KRIS HILTON**

**Regarding: ENGLISH**  
**GOVERNOR LINK: KATHRYN RATCLIFFE**

**Regarding: MATHS**  
**GOVERNOR LINK: ADE ADAMSON**

**Regarding: EARLY YEARS**  
**GOVERNOR LINK: PAT BECKLEY**

<p><b>KEY AREAS FOR DEVELOPMENT</b></p> <p><b>READING: Everyone a Reader:</b> Developing high-quality book talk in Story Masters &amp; Guided Reading to develop fluency and comprehension. Developing a culture of reading and Reading for Pleasure. Engage parents (particularly in KS2) to read to children</p> <p>Embed and sustain new <b>WRITING</b> policy and curriculum allowing time for moderation</p> <p>Migration to <b>SPELLING SHED</b> programme</p> <p>Mathematics –Maintaining Factual Fluency &amp; Journaling</p>	<p>Monitoring Responsibility RA AT JW BR MAL</p>
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**TARGET**

Attainment for all year groups is above National and Local for attainment and progress at Expected and Above Expected. Measures as measured by SATS and NFER scores. School remains a recognised beacon for the teaching of Maths and English through the English and Maths Hubs.

<b>Absence 2023/24</b>	<b>2.0%</b>
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	<b>Number of pupils</b>	<b>% GLD</b>
<b>EYFS</b>	60	85%

	<b>Number of pupils</b>	<b>% Target</b>
<b>Year 1 Phonics 2024</b>	60	97%
<b>Year 2 Phonics 2024</b>	60	99%

<b>Key Stage 1 2024 No. of pupils = 60</b>	<b>% working at expected standard (EXS)</b>	<b>% Greater depth Standard (GDS)</b>
	<b>%</b>	<b>%</b>
<b>Reading</b>	<b>91%</b>	<b>23%</b>
<b>Writing</b>	<b>84%</b>	<b>16%</b>
<b>Mathematics</b>	<b>89%</b>	<b>30%</b>
<b>RWM</b>	<b>84%</b>	<b>16%</b>

Key Stage 2 2024 No. of pupils = 61	% working at expected standard (EXS)	% Greater depth Standard (GDS)
	%	%
<b>Reading</b>	98%	55%
<b>Writing</b>	95%	30%
<b>GPS</b>	95%	30%
<b>Mathematics</b>	96%	50%
<b>Science</b>	96%	
<b>RWM</b>	95%	30%

**ACTION**

ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<p><b>Mathematics –Maintaining Factual Fluency &amp; Journaling</b>  Factual fluency - we have begun a new approach in both Key Stages to explicitly teach the children the essential skills of addition/subtraction, multiplication/division facts.  Journal sessions need to become a more regular part of the mathematics day.  It is ESSENTIAL that regular, dedicated staff meeting time is maintained across the year to devote to mathematics to ensure Journal sessions are a regular part of the mathematics day and Factual fluency is fully embedded in our practice.</p> <p><b>READING: Everyone a Reader, Theme of 2024.</b>  <b>Developing high-quality book talk in Story Masters &amp; Guided Reading to develop fluency and comprehension.</b>  <b>Developing a culture of reading and Reading for Pleasure.</b></p> <p>Monitor guided reading sessions to ensure balance of fluency and comprehension practise through high quality book talk with refresher training after learning walk.</p> <p>Provide refresher training for adults who run guided reading sessions.</p> <p>Ensure Story Masters is a whole-class lesson and an opportunity for high quality book talk as a class. Not an independent activity.  Monitor story master sessions to ensure balance of fluency and comprehension practise through high quality book talk with refresher training after learning walk.</p> <p>Ensure with balance that children can respond well to written comprehension activities.</p> <p>Ensure regular timetabled slots are given to reading for pleasure, including adding incentives to Reading for Pleasure. Incentives are based on and relate to the reading activity.  Every child has a reading book from home or the library.</p> <p><b>Engage parents (particularly in KS2) to read to children.</b>  Deliberately engage parents in high quality book talk as part of guided reading homework.</p>	<p>1 STAFF MEETING SPRING  1 STAFF MEETING SUMMER  2 STAFF MEETINGS AUTUMN</p> <p>JANUARY TRAINING DAY BR/JW</p> <p>SPRING: LEARNING WALK BR/JW  1 SPRING STAFF MEETING BR/JW</p> <p>BR/JW SPRING</p> <p>JANUARY TRAINING DAY BR/JW</p> <p>SPRING: LEARNING WALK BR/JW</p> <p>MARCH PUPIL PROGRESS MEETINGS</p> <p>LAUNCH MARCH 2024</p> <p>STAFF MEETING SUMMER JW BR</p>	<p>Evaluation of attainment demonstrates that the development of factual fluency has a positive effect on attainment levels in Maths in FY to Y6.</p> <p>Maths Learning Walks clearly demonstrate that Journaling is a regular and successful feature of Maths Lessons.</p> <p>Molescroft staff maintain the highest level of effective Maths teaching and are able to experiment with and refine the most recent developments in the development of Maths Mastery.</p> <p>The combination of the Class Novel, Guided Reading, Story Masters, Reading for Pleasure and engagement with home is clearly producing highly literate pupils comfortably engaging in high quality book talk and significant enjoyment.</p>
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<p>Launch the above with a whole school campaign and parents workshops</p> <p><b>Embed and sustain new WRITING policy and curriculum allowing time for moderation</b> Monitor the teaching of writing in line with the new policy with refresher evaluation training and cross phase moderation.</p> <p><b>Migration to SPELLING SHED programme</b></p> <p>Introduce Spelling Shed scheme of planning and lessons ready for 2024/25 inc. homework pack update.</p>	<p>2 SUMMER STAFF MEETINGS JW BR</p> <p>1 SUMMER STAFF MEETING</p>	<p>The new writing policy is seen to be fully embedded and the new Spelling programme is successfully in operation.</p>
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<p>Monitoring Strategy Subject SEFs SMT Learning Walks SUBJECT LEADER Deep Dives GOVERNOR FOOTPRINTS KR, PB, KKH</p>	<p>Evaluation Standards Report Half termly reviews by SEND – INTERVENTION TEAMS Pupil Progress Meetings</p>
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**Molescroft Primary School**  
**Everybody Cares, Everybody Learns, Everybody Matters**  
**School Improvement Plan 2024**  
**FOCUS: ASSESSMENT FOR LEARNING**  
**GOVERNOR LINK: All**

<b>KEY AREA FOR DEVELOPMENT</b> <b>A renewed focused on ASSESSMENT using FLiC in all areas of the curriculum.</b>		Monitoring Responsibility JW MAL RA AT
<b>TARGET</b> Assessment is truly formative and for learning.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
Programme of meetings to re-establish effective use of FLiC across the curriculum. <ul style="list-style-type: none"> <li>• The principals of Assessment and the concept of FLiC.</li> <li>• How and when to FLiC.</li> <li>• How FLiC should inform future teaching.</li> <li>• What FLiC can do with the data and how to use it.</li> <li>• The difference between process and knowledge assessments.</li> </ul>	TRAINING DAY APRIL 2024 JW MAL	Assessment for learning is truly an asset to teachers, parents, pupils and SMT. This is further reflected in reliable and informative data to subject SEFS, Leaning Walks and Deep Dives.
Monitoring Strategy Evaluation of teaching and work produced Coordinator Deep Dives GOVERNOR FOOTPRINTS: S SMT / COORDINATOR Scrutiny		Evaluation SMT Reports Standards Report



**Molescroft Primary School**  
**Everybody Cares, Everybody Learns, Everybody Matters**

**School Improvement Plan 2024**

**FOCUS: CORE CURRICULUM**

**Title: NO CHILD LEFT BEHIND**

**Regarding: Pupil Premium Children**  
**GOVERNOR LINK: KATHRYN RATCLIFFE**

**Regarding: SEN and PRIOR LOWER ATTAINERS**  
**GOVERNOR LINK: KRIS HILTON**

**Regarding: ENGLISH**  
**GOVERNOR LINK: KATHRYN RATCLIFFE**

**Regarding: MATHS**  
**GOVERNOR LINK: ADE ADAMSON**

**Regarding: EARLY YEARS**  
**GOVERNOR LINK: PAT BECKLEY**

<b>KEY AREA FOR DEVELOPMENT</b> <b>PUPIL COHORT DEVELOPMENTS</b>		Monitoring Responsibility SMT
TARGET No child left behind		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<p><b>Phonics Into Fluency (Y3 children)</b></p> <ul style="list-style-type: none"> <li>• There were 11 children who did not initially pass the phonics screening check in Year 1.</li> <li>• Of those 11 children, 6 passed the re-test in the summer term of 2023.</li> <li>• These children needed to have regular intervention sessions throughout the year to support with the phonological awareness and reading fluency; this did not happen regularly enough in Y2.</li> <li>• Ensure all these children remain as a focus group in Year 3. Especially those who did not pass the phonics screening check.</li> <li>• Develop fluency through regular re-reading of texts.</li> </ul> <p><b>Ensuring Y2 Progress &amp; attainment post SATs</b></p> <ul style="list-style-type: none"> <li>• Expectations for Y2 remain high. The removal of Y2 SATS makes no difference ,and the children will be fully assessed internally in June 2024.</li> <li>• Year group is seen as a particular priority at the Pupil Progress meetings. JW RA SG RF BC HR SMa MB</li> <li>• There is an additional PP catch up meeting in March to check on impact.</li> </ul> <p><b>V20, SEND &amp; Pupil Premium In EVERY Staff Meeting</b></p> <ul style="list-style-type: none"> <li>• A 15 minute pupil issues discussion slot is reserved at the end of every staff meeting MB SMa MAL</li> </ul> <p><b>Identifying &amp; targeting the 90 – 99 children</b></p> <ul style="list-style-type: none"> <li>• List to be included in the Pupil Progress Meetings for Y6</li> <li>• Ensure that every child in this list has been identified, and included in Booster Early Bird and/or other interventions. JW CC AT BR MB SMa</li> <li>• There is an additional PP catch up meeting in March to check on impact.</li> </ul> <p><b>Current Y5 Cohort</b></p> <ul style="list-style-type: none"> <li>• Year group is seen as a particular priority at the Pupil Progress meetings. JW CC AT BR MB SMa</li> </ul>	<p>Include these children in the weekly Pupil Issue discussions until issues are resolved. SMa</p> <p>SMT led by JW Pupil Progress meeting January.</p> <p>SMT led by JW Pupil Progress meeting March</p> <p>EVERY WEEK MB SMa MAL</p> <p>SMT led by JW Pupil Progress meeting January</p> <p>SMT led by JW Pupil Progress meeting March</p> <p>SMT led by JW</p>	<p>Y3 Children are all able to pass a phonics assessment.</p> <p>Y2 standards remain high and match expectations.</p> <p>Identified groups are monitored effectively and as with all vulnerable groups, there is a clear picture of the overlapping needs of named vulnerable pupils in the school. This is visually easy to access and refer to.</p> <p>There is a clear and well understood web of support programmes, initiatives and routes used for these identified children and those still to be identified in the future.</p> <p>Pupil Premium, SEND, Y3 – wobbly phonics, Behaviour &amp; V20 children are monitored by all staff on a weekly basis to ensure that interventions and Quality First teaching are effective in removing barriers and inequalities to their successful learning and progress.</p> <p>Any issues are tackled in a robust and timely manner.</p>
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<ul style="list-style-type: none"> <li>• Ensure that every child on the 90 - 99 list has been identified, and included in Booster Early Bird and/or other interventions. JW CC AT BR MB SMa</li> <li>• There is an additional PP catch up meeting in March to check on impact.</li> </ul> <p><b>Talented Moles</b></p> <ul style="list-style-type: none"> <li>• To review the characteristics of Talented Moles, subject by subject and relevant thresholds.</li> <li>• To review the identification of Talented Moles</li> <li>• Update the register.</li> <li>• Create a “response column to the register so that it is clear what is being achieved for these children.</li> </ul>	<p>Pupil Progress meeting January</p> <p>SMT led by JW</p> <p>Pupil Progress meeting March</p> <p>Staff Meeting SPRING BR/MAL</p>	<p>All Y6 children who should be secure, are secure in SATS.</p> <p>Y5 pupils are tracked regularly, and end of year assessments demonstrate the effectiveness of the interventions and focus.</p> <p>Y5 are ready for Y6.</p> <p>Identification of Talented Moles has true meaning and is reflected in a fluent and properly populated register.</p> <p>It is clear what the impact of the register is.</p>
<p>Monitoring Strategy</p> <p>Evaluation of teaching and work produced.</p> <p>Coordinator Deep Dive</p> <p>GOVERNOR FOOTPRINTS:</p> <p>SMT / COORDINATOR Scrutiny</p>	<p>Evaluation</p> <p>SMT Reports</p> <p>Standards Report</p>	



**Molescroft Primary School**  
**Everybody Cares, Everybody Learns, Everybody Matters**  
**School Improvement Plan 2024**  
**FOCUS: SCIENCE**  
**GOVERNOR LINK: EMMA BRADLEY**

<b>KEY AREA FOR DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Outdoor Learning &amp; Moderation of Science</li> </ul>		Monitoring Responsibility CC
<b>TARGET</b> To ensure that Scientific Investigation is at the heart of the subject and that Data Logging is understood and effectively used by the staff. To use STEM weeks to ensure that staff instinctively ensure that pupils will work scientifically in most science lessons.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<b>ACTIVITIES</b> <ul style="list-style-type: none"> <li>Preparation for STEAM Week with SM &amp; SS</li> <li>Staff need to be given time to moderate and assess across year groups to ensure we all know what 'secure' looks like.</li> <li>Outdoor learning in science – looking for opportunities and including in MTP .</li> <li></li> <li>Ensure the EYFS objectives integrate into the MTP for KS1</li> <li>Learning Walk confirms understanding and progression from FS to Y6</li> </ul>	1 SPRING TERM STEM Staff Meeting 2 STAFF MEETINGS SPR & AUT TERM Moderation and Assessment CC 1 SUMMER TERM Outdoor learning in Science STAFF MEEETING CC  SPRING Coordinator to meet the FY & Y1 team	Understanding of the progression through all aspects of Science from FS to Y6 is clear and is confirmed by a learning walk.  All opportunities are taken to use a variety of environments to teach science.
Monitoring Strategy Learning walk Coordinator Deep Dive GOVERNOR FOOTPRINTS: EB SMT / COORDINATOR Scrutiny	Evaluation SMT Reports Standards Report	



**Molescroft Primary School**  
**Everybody Cares, Everybody Learns, Everybody Matters**  
**School Improvement Plan 2024**  
**FOCUS: COMPUTING: PROGRAMMING & ASSESSMENT**  
**GOVERNOR LINK: GARY HUGHES**

KEY AREA FOR DEVELOPMENT COMPUTING		Monitoring Responsibility SM
TARGET PROGRAMMING AND ASSESSMENT IN COMPUTING		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<b>ACTIVITIES</b> Although programming has received significant focus and teacher knowledge has improved greatly, a more specific method teaching scheme is needed to support this area. This will ensure no gaps in knowledge and children leave school at the level required.” Next Steps Programming – implementation and embedding of new programming structure. Ensure that assessments are done throughout the year not just Summer. Are they summative or should they be more formative through the year as taught?	2 STAFF MEETINGS 1 each in SUMMER and AUTUMN SM to decide on priorities from the list.	Teachers are confident in the teaching of all aspects of Computing.

<p>Monitoring Strategy Subject Deep Dive SM GOVERNOR FOOTPRINTS: GH REPORT TO GOVERNORS: Curriculum SEF</p>	<p>Evaluation Standards Report</p>
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**Molescroft Primary School**  
**Everybody Cares, Everybody Learns, Everybody Matters**  
**School Improvement Plan 2024**

**FOCUS: CONCEPTUAL AND COMPARATIVE LEARNING THROUGH HISTORY**  
**GOVERNOR LINK: PAM LOCKYER**

KEY AREA FOR DEVELOPMENT EMBEDDING FURTHER THE CROSS CURRICULAR CONCEPTUAL MAP THROUGH HISTORY		Monitoring BM/JW
TARGET <b>Promoting Key Concepts and a comparative approach in History.</b> <b>Performance of SEND pupils IN HISTORY</b>		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<b>ACTIVITIES HISTORY</b> <ul style="list-style-type: none"> <li>To evaluate the use of historical vocabulary across the school, particularly concepts such as ‘empire’ and ‘civilisation’ etc. which are in the curriculum intent section and are relevant to multiple different units.</li> <li>Look at historical vocabulary more generally as well.</li> <li>To investigate reasons for why SEN children do not achieve security at the same rate as non-SEN children and recommend ideas for narrowing this gap.</li> <li>To edit the curriculum plans to ensure a more comparative approach, linked by a series of key themes and concepts.</li> <li>Develop more consistently used subject vocabulary.</li> <li>Coordinator to conduct a deep dive including speaking to children about History more, and use this data to inform his role as a Subject Leader.</li> </ul>	2 staff meetings SUMMER BM/JW	The teaching of History remains highly focussed on the skills, concepts and agreed vocabulary of the subject. SEN children are equally able to access this learning.
Monitoring Strategy SUBJECT SEF/ DEEP DIVE COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINT	Evaluation Standards Report Subject SEFS	

**FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS**



**Molescroft Primary School**  
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**School Improvement Plan 2024**  
**FOCUS: SCHOOL REORGANISATION**  
**GOVERNOR LINK, CHAIR: ADE ADAMSON**

KEY AREA FOR DEVELOPMENT <b>THE FUTURE DIRECTION OF MOLESCROFT PRIMARY SCHOOL</b> <b>School structure within an academy environment.</b> <b>Finance – Structure</b> <b>Leadership Structure.</b>		Monitoring Responsibility MAL AA RJ
TARGET To ensure that the school is fully prepared for the future potential changes in the short and medium term regarding academisation, finance and leadership.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<ul style="list-style-type: none"> <li>• Head Teacher to open the discussion with Governors, SMT and Staff regarding the direction of travel for schools in the East Riding in view of a proposed Mutual MAT</li> <li>• Head Teacher to establish with LA if the actual proposal of a mutual MAT is achievable.</li> <li>• All parties to be aware of the choices – either joining a MAT, being part of creating a MAT and leading this.</li> <li>• Understanding that a plan and flow chart is required, but conversion is not necessarily a given, but there could be a tipping point where swift action would be required.</li> <li>• Within this scenario, to understand the opportunities regarding the future management structure of MPS and Woodmansey. Now is the time to make decisions on what is best for the future of the school.</li> <li>• This could be something tackled in advance of the MAT scenario and could involve other schools trialling a “relationship” with us in advance.</li> <li>• To regularly review current and future staffing models and provision, including leadership structures in light of budget pressures.</li> <li>• To also consider the implications of any plan on our current funding streams and also possible end of ERSIP projects.</li> </ul>	<p>Main item on Curriculum Committee for the year ahead. – each term.</p> <p>To be a permanent agenda item on the SMT agenda.</p> <p>STAFF MEETING SUMMER MAL</p> <p>Options continue to be modelled on Oravia for the impact on the next 5 year’s budgets. (RJ/MAL)</p>	<p>There is an understanding of the road map for the school.</p> <p>There is agreement on the route to academisation, should it become a necessity. if not necessarily a date. This is achieved with consultation with Woodmansey, local cluster schools and LA.</p> <p>There is an agreed strategy and timescale for the leadership and transition to a new leadership structure with the future retirement of the Head Teacher.</p>
<p>Monitoring Strategy Minutes of Governing Body</p>	<p>Evaluation Head Teacher Reports to Governors</p>	



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**FOCUS: MAINTAIN FUNDING SUPPORT BUILT IN TO BUDGET FOR FY & Y1 EQUIPMENT**  
**GOVERNOR LINK: PAT BECKLEY**

KEY AREA FOR DEVELOPMENT MAINTAINING AN OUTSTANDING PROVISION IN THE FOUNDATION YEAR and Y1		Monitoring Responsibility RA
TARGET Ensuring that the provision in the FY is resourced automatically and is secured and protected in the long term.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>As always, provision areas become overused and the toys, particularly the outdoor construction toys. These always suffer from repeated use and the weather. Plastic toys degrade in the sun, wooden equipment begins to rot. The budgetary commitment to replace broken and worn-out equipment to be maintained.</li> </ul>	ALLOCATION OF FUNDING IN ALL BUDGETS £2000 pa	The learning environments are always maintained at the highest standard, supported by all the resources they require to achieve this.
Monitoring Strategy RA Governor Finance Committee	Evaluation Governing Body Budget Approvals	

**HEALTH, SPORT, FITNESS and WELL-BEING**



**Molescroft Primary School**  
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**School Improvement Plan 2024**  
**FOCUS: PUPIL and STAFF WELLBEING**  
**GOVERNOR LINK: ADE ADAMSON**

**SEMH Audit Review: Molescroft Primary School**

SEMH Area	RAG Rating	Key Strengths	Development Possibilities	Overall Summary
<p><b><u>Leadership &amp; Management:</u></b></p> <p>How is the school providing visible senior leadership for emotional health and mental wellbeing?</p>		<ul style="list-style-type: none"> <li>• SMHL liaises with all stakeholders within the SLT.</li>   <li>• We have an effective pastoral system for children through the ELSA support roles.</li>   <li>• Education Staff Wellbeing Charter is in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Are all staff aware of the SMHL lead and roles?</li>   <li>• Is there a formal clear system for recording targeted pastoral support?</li>   <li>• Check the charter following the training to see if anything further needs adding.</li>   <li>• Do we need a Mental Health and Wellbeing Policy?</li> </ul>	<p>Consider the need for a Mental Health and Wellbeing policy and check the Staff wellbeing charter includes everything it requires.</p> <p>Wellbeing Charter has been reviewed and is still relevant</p> <p>Wellbeing Policy completed and on the website in July 2023</p> <p>September 2023 – CPOMS used for recording Red Book to log where pastoral support is required. This data is looked at in SMT meetings to ensure patterns of behaviour are spotted and acted on.</p>

<p><b><u>Identifying need and monitoring the impact of interventions:</u></b></p> <p>How does school ensure timely and effective identification of students who would benefit from targeted support?</p>		<ul style="list-style-type: none"> <li>• Effective identification systems are in place to ensure children receive support in a timely manner. Staff are aware of the plan-do-review cycle when monitoring interventions supported by the SENDCo.</li> <li>• SENDCo regularly meets with those delivering interventions to ensure targeted support is relevant.</li> <li>• Staff CPD for specific needs is available and offered through HERE for schools website and also other agencies working with children.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure we are up to date and aware of all outside agencies available to support specific needs in school. Check the local offer and directory of services.</li> <li>• Investigate monitoring tools which can be used in school to support our identification of emotional needs.</li> <li>• Ensure staff are aware of the Boxall Profile tool we have and know how to use it. Also the social competency framework used by behaviour support.</li> </ul>	<p>Keep up to date with changes of outside agencies. This will always be an on-going target.</p> <p>Find out more about the SP's strategy and the SDQ Questionnaire (strengths and difficulties) and whether they would be useful tools to support in identifying need.</p> <p>Lesson study planned to focus on Mentally Healthy Classrooms and implementing strategies to monitor and support children.</p> <p>ELSA meetings with SENDCo every half term to review caseload</p> <p>SENDCo meeting with teachers and teaching assistants to review interventions each half term</p> <p>Staff meeting introducing the Boxall Profile and Social and Emotional Competencies framework – Completed December 2023.</p>
<p><b><u>Targeted support and appropriate referrals:</u></b></p> <p>How does school ensure appropriate referral to support services?</p>		<ul style="list-style-type: none"> <li>• Graduated response model is adhered to in all interventions in school and monitored by the SENDCo.</li> <li>• Good range of interventions are available in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff are aware of interventions we use in school and the purpose of them.</li> <li>• SDQ is recognised as a good resource for assessing</li> </ul>	<p>Ensure we are up-to-date on the referral processes currently in place in the East Riding and whether the link programme is available.</p>

		<ul style="list-style-type: none"> <li>JIGSAW is recognised as a good mental health intervention programme and is followed by all staff.</li> </ul>	<p>children so discuss and investigate this with the SENDCo.</p> <ul style="list-style-type: none"> <li>Ensure the subscription to JIGSAW is maintained and the PSHE co-ordinator regularly checks the updated information on the website to keep all staff up-to-date.</li> </ul>	<p>JIGSAW subscription maintained.</p> <p>SENDCo attended training with the Sensory Processing Hub</p> <p>SENDCo attends SENDCo forums each term to stay up to date with referral processes.</p> <p>Mental Health lead has joined the Senior Mental Health Support Meetings – Termly</p> <p>RSHE co-ordinator attends the termly network meetings.</p> <p>Mental Health Lead has half termly 'Consult to Refer' meetings with the MHST team.</p>
<p><b>Staff Development:</b></p> <p>How are staff supported in relation to their own wellbeing and to be able to support student wellbeing?</p>		<ul style="list-style-type: none"> <li>We are signed up to the Education Staff Wellbeing Charter and it is in place.</li> <li>There is good communication between staff in school.</li> <li>Social events are organised within school with no exclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Do we have a formal way to monitor staff wellbeing other than in BAHLOW meetings? <b>Are we sure what we say we do, we actually do?</b></li> <li>Access to staff CPD on SEMH to support themselves as well as the children they work with.</li> <li>Plans to reinstate the staff room as a quiet social space for the staff following the COVID pandemic.</li> </ul>	<p>Staffroom is welcoming and the space has remained clutter free. Lots of staff are using it over lunchtime.</p> <p>It would be useful to share the links to the Education Support Website and Schools in Mind. These are free and offer brilliant wellbeing advice for adults working in schools.</p> <p><a href="http://www.annafreud.org/schoolsinmind">www.annafreud.org/schoolsinmind</a></p>

				<a href="https://www.educationsupport.org.uk/resources/for-individuals/">https://www.educationsupport.org.uk/resources/for-individuals/</a>
<p><b><u>Creating an ethos and an environment:</u></b></p> <p>How does the school's culture promote, respect and value diversity?</p>		<ul style="list-style-type: none"> <li>• School ethos is identified in the motto: Everybody Cares, everybody learns, everybody matters.</li> <li>• Inclusion is evident throughout the classrooms and extra-curricular activities.</li> <li>• We have a positive and stimulating environment across all school areas.</li> <li>• We have a British Values Statement to support inclusion.</li> <li>• The RE and PSHE curriculum further support the nurturing and inclusive ethos.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurturing opportunities to be developed at lunchtimes using the intervention pod as one base. We did have these opportunities in the past.</li> <li>• Would benefit from regular assemblies focussing on emotional needs like anxiety... relevant to the age group so children are aware of potential needs in the school community.</li> </ul>	<p>Pod has been re-deigned with fairy lights, bubble tubes, bean bags and an emotions rug as a nurturing space.</p> <p>New nurture room is open and furnished with a sofa, bright dining table, toys and sensory tools for calm play.</p> <p>Share and Care box in operation to celebrate achievements and also to allow children to discretely share worries.</p> <p>School values and Moto is clearly in operation around the school.</p> <p>Assemblies planned every 3 weeks to focus emotions and anxiety through stories and poems – responding to the share and care box.</p>
<p><b><u>Enabling Student Voice:</u></b></p> <p>How does the school ensure all pupils have the opportunity to express</p>		<ul style="list-style-type: none"> <li>• We have a vibrant pupil council meeting once a month, including class council discussing the agenda points.</li> <li>• Staff are open to pupil voice and value their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Do the pupil councillors feedback to the class after their meetings?</li> </ul>	<p>As a school we are very good at including pupils in decisions and hearing their voice through pupil council.</p>

<p>their views and influence decisions?</p>		<ul style="list-style-type: none"> <li>Learning walks by curriculum co-ordinators and SLT include interviews with pupils as part of their observations.</li> </ul>	<ul style="list-style-type: none"> <li>Do we ensure 'quiet children' get their voices heard and how do we do this?</li> <li>Do we give feedback to the children after the learning walks?</li> <li>Wellbeing Ambassadors would be an opportunity for peer support and also to gain the view of general emotions across school.</li> </ul>	<p>Pupil council minutes are now emailed to staff so the councillors can report back the discussions in their class council.</p> <p>Pupil Council minutes also discussed in assembly.</p> <p>Consider the roles of wellbeing ambassadors in the classroom and how this would work.</p> <p>Feedback to the children following learning walks?</p>
<p><b><u>Working with parents, families and carers:</u></b> How does the school work in partnership with parents and carers to promote emotional health and wellbeing?</p>		<ul style="list-style-type: none"> <li>Clear systems in place to communicate with parents as they have direct links with the class teacher via email. Most parents actively use this link.</li> <li>Parent/Carers are involved in the implementation of the RSHE policy as it is sent for parental consultation.</li> <li>Open door policy set by the SLT for parents to access tours of the school, and to participate in social/celebration/special events throughout the year.</li> <li>Active FRIENDS association who plan events for parents into their fundraising schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Do we consider the 'quiet' parents who we don't hear from or do we just presume all is well? During COVID we monitored the quiet groups and is this something we should still consider?</li> <li>If we have a SEMH policy should we offer it for parental consultation?</li> <li>Are we aware of places to signpost parents for support if they require it?</li> </ul>	<p>Familiarise ourselves with sources of information for parents and carers – websites which could be useful to them – share these via email.</p> <p>Sharing the termly themes from the MHST with parents via email.</p> <p>Develop 'drop in's/coffee mornings with the support of the MHST to encourage parents to talk.</p> <p>Parent carer workshops delivered by the MHST team. One in the summer term based around anxiety, one in the Autumn term based around sleep hygiene.</p>
<p><b><u>Curriculum, teaching and learning:</u></b></p>		<ul style="list-style-type: none"> <li>Accelerated learning approach to curriculum planning is integrated into the subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Links with the school nurse and NHS initiatives are being</li> </ul>	

<p>What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?</p>		<ul style="list-style-type: none"> <li>• PSHE/RSHE curriculum is up to date and reviewed regularly.</li> <li>• Weekly time is specified for classes to have a circle time with the class teacher to ensure the needs of the class are discussed.</li> <li>• Pupil voice is considered through interviews during learning walks.</li> <li>• Health week is an annual event to promote mental health and wellbeing.</li> </ul>	<p>reinstated following the COVID pandemic.</p> <ul style="list-style-type: none"> <li>• Consider are all staff confident and knowledgeable about SEMH including prevention and intervention. If not how can we support this development?</li> </ul>	<p>Termly staff meetings have been implemented and it is the intention that these will be used to respond to needs highlighted by staff.</p> <p>Maintain links with local health practitioners and initiatives as a long term, on-going goal.</p>
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<p>Monitoring Strategy Chair of Governors supported by SMA GOVERNOR FOOTPRINTS: AA</p>	<p>Evaluation REPORTS TO GOVERNORS</p>
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**SAFEGUARDING:  
PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT**



**Molescroft Primary School**  
**Everybody Cares, Everybody Learns, Everybody Matters**  
**School Improvement Plan 2024**  
**FOCUS: REVIEW COSHH and RISK ASSESSMENTS**  
**And all PROFESSIONAL AND OVERARCHING POLICIES**

- **GOVERNOR LINK: GARY HUGHES**

<b>KEY AREA FOR DEVELOPMENT</b> <b>THREE YEAR REVIEW OF RELEVANT POLICIES OUTLINED ON 3 YEAR ACTION PLAN</b> <ul style="list-style-type: none"> <li>• Review Emergency Action Plan</li> <li>• Review Equality Policies</li> <li>• Review Safeguarding Policies</li> <li>• Review Behaviour &amp; Anti-Bullying Policies</li> </ul>		Monitoring Responsibility SMT & GH (Governor)
<b>TARGET</b> <b>TO MAINTAIN COMPLIANCE and SECURITY in all aspects of SAFEGUARDING, HEALTH &amp; SAFETY</b>		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<p>Complete 3 year review <b>SAFEGUARDING POLICIES</b></p> <p><a href="#">Keeping Children Safe in Education 2022 Full</a></p> <p><a href="#">Keeping Children Safe in Education 2023 Part 1</a></p> <p><a href="#">Molescroft Primary School Child Protection and Safeguarding Policy Sep 2023</a></p> <p><a href="#">Molescroft Staff Reference Guide</a></p> <p><a href="#">Molescroft Safeguarding Induction Summary</a></p> <p><a href="#">COVID19 CP and Safeguarding Policy</a></p> <p><a href="#">Molescroft School COVID 19 Child Protection Policy Addendums</a></p> <p><a href="#">Acceptable Use Policies</a></p> <p><a href="#">Child Neglect – Practice for Professionals</a></p> <p><a href="#">Code of Conduct</a></p> <p><a href="#">Criminal Exploitation, County Lines and Modern Day Slavery</a></p> <p><a href="#">E Safety Policy</a></p> <p><a href="#">FGM – Multi-Agency Statutory Guidance</a></p> <p><a href="#">Guidance for Safer Working Practice</a></p> <p><a href="#">Looked After Children Policy</a></p> <p><a href="#">Molescroft – Initial Allegation Management</a></p> <p><a href="#">Inspecting Safeguarding in Early Years, Education and Skills Settings</a></p> <p><a href="#">Low Level Concerns Policy</a></p> <p><a href="#">Overarching Safeguarding Policy</a></p> <p><a href="#">Prevent Duty Guidance</a></p> <p><a href="#">PREVENT Flowchart</a></p> <p><a href="#">Safeguarding Children and Young People and Young Vulnerable Adults Policy</a></p> <p><a href="#">Molescroft Safeguarding Whistle Blowing Guidance</a></p>	<p>SPRING/SUMMER MB</p>	<p>The school maintains full compliance with all Health &amp; Safety, Safeguarding and Child Protection requirements.</p> <p>Everyone maintains their full knowledge and understanding of all Health &amp; Safety Practices. It is second nature, and everyone maintains their role in taking all aspects of safety extremely seriously.</p> <p>The school is run professionally and complies with human resources requirements.</p> <p>The website remains up to date.</p>
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<p><a href="#">Staff Email Use Policy (LA Adopted)</a>  <a href="#">Recruitment and Selection Policy</a>  <a href="#">Supporting Pupils With Medical Conditions</a>  <a href="#">Visitors to Schools Policy</a>  <a href="#">Volunteer Helpers Policy</a>  <a href="#">Working Together to Safeguard Children</a>  <a href="#">Young Person’s Guide to Working Together to Safeguard Children</a></p> <p>Complete 3 year review <b>BEHAVIOUR AND ANTI-BULLYING POLICIES</b>  <a href="#">Good Behaviour Policy</a></p> <p>Complete 3 year review of <b>EMERGENCY PLAN</b></p> <p>Complete 3 year review of <b>EQUALITY POLICIES</b>  <a href="#">Disability Equality Scheme</a>  <a href="#">English as an Additional Language</a>  <a href="#">Equal Opportunities Policy</a>  <a href="#">Equalities Information and Analysis Policy</a>  <a href="#">Inclusion Policy</a>  <a href="#">Race Equality Policy</a></p>	<p>SPRING SUMMER MAL</p> <p>SPRING SUMMER MB</p> <p>AUTUMN MAL</p> <p>SPRING SUMMER MAL</p> <p>SUMMER SMT</p>	
<p>Monitoring Strategy  Safeguarding, Health &amp; Safety &amp; Premises Committee  GOVERNOR FOOTPRINTS: Gary Hughes</p>	<p>Evaluation  Governor Minutes  Committee Minutes  Stakeholder Surveys / Standards Report</p>	

**CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY,  
& SUSTAINABILITY**



**Molescroft Primary School**  
**Everybody Cares, Everybody Learns, Everybody Matters**  
**School Improvement Plan 2024**  
**FOCUS: ECO SCHOOLS ANNUAL GREEN FLAG RENEWAL**  
**GOVERNOR LINK: PAM LOCKYER**

KEY AREA FOR DEVELOPMENT MAINTAIN THE ECO SCHOOL Green Flag Award Standard		Monitoring Responsibility SG
PRIORITY TARGETS To sustain and develop the new Wildflower Meadow with cooperation with the Parish Council. To sustain and protect the new Martin Wood and the planting around the meadow, conservation area and copse. To work with the Parish Council on the engagement of the school with community environment projects. To maintain standards and develop new initiatives through the Green Team to ensure the Eco School Green Flag Status is constant.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<b>MAINTAINING THE ECO SCHOOL GREEN FLAG</b> <b>Global Perspective – Fair Trade: LEADER / Laura McKenzie and Angie Ferris with SARAH G</b> <ul style="list-style-type: none"> <li>• Weekly stall - accounts /stock/set up and cash up also make country of origin clear.</li> <li>• Annual presentation to class groups</li> <li>• Fair Trade fortnight – organise activities</li> <li>• Fair Trade Assembly – prepare and deliver</li> <li>• Fair trade Hot chocolate Fridays – buy stock and organise</li> <li>• Member of Beverley Fair Trade Group</li> </ul> <b>Litter: LEADERS / DAVE PLATTEN &amp; NEIL WILLIAMS</b> <ul style="list-style-type: none"> <li>• General condition of school ground i.e. fencing/gates in wildlife area</li> <li>• General litter awareness activities in RWC afternoons.</li> </ul> <b>Waste: LEADER / THE GREEN TEAM under Sarah’s direction •</b> <ul style="list-style-type: none"> <li>• Complete review on how we manage the waste we create.</li> <li>• Specifically ensure that resources used at school and FOMS events can be properly sorted and recycled, reused or composted. Avoid the use of resources for events that cannot be recycled, reused or composted.</li> </ul>	LMc AF ONGOING  SG SPRING  MAL SPRING LMc AF ONGOING  H&S CHECK EACH TERM MAL DP NW  WILD TEAM ONGOING SG GREEN TEAM  SG GREEN TEAM MAL / FOMS	<b>The annual International Eco School Green Award is renewed and</b> the Eco – Sustainability agenda is maintained symbiotically with the life of the school.  Fair trade is a concept understood across the school and our FT shop is a vibrant and popular aspect of school life.  The grounds are maintained to a high standard and respected by the children.  EVERY EVENT organised by the school and FOMS uses wherever possible, recyclable, reusable or compostable materials.

<ul style="list-style-type: none"> <li>Waste assembly followed by weighing food waste generated in the dining hall over a five-day period – feedback findings to Green Team/Management.</li> <li>Kitchen has a brown bin for waste to compost.</li> <li>Audit of classroom waste paper bins – reuse where possible (wet playtime or notepads) Children to collate information and present as a graph to feed back to school and to go on Eco Board.</li> <li>Maintain compost creation</li> </ul> <p><b>Energy: LEADER / THE GREEN TEAM under Sarah’s direction and Dave’s provision of data</b></p> <ul style="list-style-type: none"> <li>Collate information of energy used and generated</li> <li>Appoint a Solar Panel monitor</li> <li>Analyse information with children and format into graphs – display graphs</li> </ul> <p><b>Transport: LEADERS MAINTAIN:</b></p> <ul style="list-style-type: none"> <li>Travel Plan</li> <li>Bikeability</li> <li>Scoot the Route</li> <li>Pedestrian Skills</li> </ul> <p><b>Healthy Living: LEADER /PSHCE Coordinator: Sarah M</b></p> <ul style="list-style-type: none"> <li>HEALTH WEEK AND AGENDAS THROUGH THE YEAR</li> </ul> <p><b>Water: LEADERS / THE REALLY WILD TEAM</b></p> <ul style="list-style-type: none"> <li>Invest further in the storage and use of rain water</li> </ul> <p><b>School Grounds: LEADERS / THE REALLY WILD TEAM</b></p> <ul style="list-style-type: none"> <li>Maintain conservation area and vegetable garden</li> <li>School planters – front of school window boxes</li> <li>Planting up Easter Garden – distribute /organise and plant up 200 plants!</li> <li>Empty and monitor compost bins</li> <li>Friends Garden - general maintenance (esp. weeding!)</li> <li><b>WEEDING!</b> vegetable. Big Weed with Volunteers twice a year.</li> <li><b>Biodiversity: LEADERS / THE REALLY WILD TEAM</b></li> <li>Outdoor activities – pond life/habitats/bug hotel</li> <li>Maintaining a healthy Wild Flower Meadow in conjunction with the Parish Council. Neil Williams to arrange for the annual strim and to ensure that the meadow doesn’t spread onto the public path.</li> <li>Maintain the MARTIN WOOD with 500 bluebells and 14</li> </ul>	<p>SG &amp; GREEN TEAM</p> <p>SG &amp; GREEN TEAM</p> <p>WILD TEAM</p> <p>SG DP NW ONGOING SG ONGOING SG ONGOING</p> <p>MAL</p> <p>SM SEPTEMBER</p> <p>WILD TEAM ONGOING</p> <p>WILD TEAM ONGOING WILD TEAM ONGOING WILD TEAM ONGOING</p> <p>WILD TEAM ONGOING WILD TEAM ONGOING</p> <p>WILD TEAM ONGOING WILD TEAM ONGOING</p> <p>MAL DP NW ONGOING</p>	<p>We reduce further the vegetable waste sent to landfill and compost as much as possible of our waste.</p> <p>We recycle all materials wherever possible.</p> <p>Ensure that we are getting paid for the solar panels.</p> <p>Safe and healthy routes to and from school are maintained.</p> <p>Health Week is just a part of a strong culture of well being.</p> <p>The ‘Really Wild Curriculum’ is maintained and prioritises in this order:</p> <ul style="list-style-type: none"> <li>Appreciation of the Environment</li> <li>Maintaining the Environment</li> <li>Growing Produce</li> <li>Protection of Habitats</li> <li>Recycling</li> <li>Taking Inspiration from the Environment</li> <li>Using Natural Resources</li> </ul> <p><b>SG checks this with her team regularly.</b></p> <p>The new Wild Flower Meadow continues to thrive incorporating a plan for its long-term maintenance and development.</p>
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<p>trees</p> <ul style="list-style-type: none"> <li>Protect the copse of 30 trees part of the Northern Forest</li> <li>Redesign the shade which was previously provided by the Wigloos, but which had become uncontrollable.</li> </ul> <p><b>POD Activities: LEADERS / THE REALLY WILD TEAM</b> Organise activities from the nine topics, photos taken - these then have to be uploaded and blogged. Children encouraged to blog on the site</p> <p><b>PPA Afternoons: LEADERS / THE REALLY WILD TEAM</b> Organise FS – Y6 420 children on a rota basis! Plan indoor and outdoor lessons in case of poor weather Use the Tony Knight Centre as a base. Purchase and source resources (Garden Centres/Supermarkets and freebies!)</p> <p><b>RSPB – Big Bird Watch – organise audit any birds that come into the grounds – submit results on-line to RSPB: LEADERS /THE REALLY WILD TEAM</b></p> <p><b>Vegetable Plot – LEADERS / THE REALLY WILD TEAM (note FY, Y1 &amp; Y2 have their own plots)</b> Purchase plants/seeds/compost and source resources <b>Purchase a proper greenhouse.</b></p> <p><b>Yorkshire in Bloom: LEADERS / MICHAEL LONCASTER &amp; WILD TEAM</b> Be available to support staff with planters as required: £15 per season. Proposed theme for the 2024 Entry <i>“Olympic Sports”</i> On Line application Get area ready for inspection! Meet and greet judges Prepare slide show and brief children on what is expected during the day</p> <p><b>Holidays May to September: LEADER / DAVE PLATTEN / NEIL WILLIAMS</b> Water plants window boxes/planters/vegetable garden</p> <p><b>Green Mole Page: COLLATOR OF IDEAS / SARAH GRAINGER PUBLISHER / MICHAEL LONCASTER</b> Submit ideas and photos to Sarah G / Michael</p> <p><b>ECO Board: LEADER / SARAH GRAINGER</b> To be regularly updated and ‘refreshed’</p> <ul style="list-style-type: none"> <li><b>NOTE THE REALLY WILD TEAM is Debra Goff, Stacey Cook, Laura McKenzie, Jonathon Williams &amp; Sarah Grainger</b></li> </ul>	<p>MAL DP NW ONGOING ML NW DP Arrange for annual prune JANUARY</p> <p>WILD TEAM ONGOING</p> <p>WILD TEAM ONGOING</p> <p>£££</p> <p>WILD TEAM ONGOING</p> <p>WILD TEAM SPRING</p> <p>£££ £££ SG MAL</p> <p>ML &amp; WILD TEAM ONGOING</p> <p>MAL SG SUMMER £££</p> <p>ML DP NW</p> <p>SG MAL ONGOING</p> <p>SG ONGOING</p> <p>MAL</p>	<p>An alternative is agreed to the Wigloo</p> <p>We maintain our Gold standard with RHS Yorkshire in Bloom.</p>
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<p>Monitoring Strategy D.E.I.D.R.E Green Team Minutes SG NEW SEF GOVERNOR FOOTPRINTS: Jo Bridgeman &amp; Pam Lockyer</p>	<p>Evaluation D.I.E.D.R.E MINUTES Eco School Green Flag Report</p>
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**Molescroft Primary School**  
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**School Improvement Plan 2024**  
**FOCUS: NEW ISA Action Plan**  
**GOVERNOR LINK: BECKY CHAPMAN**

<b>KEY AREA FOR DEVELOPMENT</b> To maintain our Outstanding International Provision with the Successful renewal of the ISA Action Plan		Monitoring Responsibility JW LH ML
<b>TARGET</b> Internationalism remains at the heart of the life of our school, recognising that we are in a Global Society and Economy.		
<b>ACTION</b>		
<b>Tasks</b>	<b>Staff Responsible, Timescale/Milestones &amp; Resources</b>	<b>Success Criteria / Outcomes</b>
<b>ONGOING ACTIVITIES</b> <ul style="list-style-type: none"> <li>• My Life in a Box</li> <li>• My Town and My Country in a Box</li> <li>• Around the World on a Plate</li> <li>• Fair Trading Post               <ul style="list-style-type: none"> <li>○ Make it clear where the products are from.</li> </ul> </li> <li>• United in Sport:               <ul style="list-style-type: none"> <li>○ Celebrating World Rugby</li> <li>○ Celebrating Word Cricket</li> <li>○ Moleympics celebrating the Paris Olympics</li> <li>○ Handball; Germany links Lemgo</li> </ul> </li> <li>• Harvest for the World</li> <li>• Promoting language with menus in French and Spanish</li> <li>• Hosting Swiss Teachers</li> <li>• Hosting German Work Placement Students</li> <li>• Maintaining links with Lemgo and Bremerhaven               <ul style="list-style-type: none"> <li>○ Students visiting from Poland and Germany to share their Life in a Box with our pupils.</li> </ul> </li> </ul>	<b>INTERNATIONAL TEAM:</b> JONATHON WILLIAMS, LAURA HAKNER & MICHAEL LONCASTER  Autumn March All year All year   Autumn 2023 Summer Summer   Autumn Spring   March November Spring/Summer	All the ongoing activities are successfully implemented even though a non-assessment year.  Pupil Voice continues to demonstrate a high level of understanding of the world, its people, cultures and traditions and how this global diversity is reflected across the UK.

<ul style="list-style-type: none"> <li>• Commonwealth Day special focus on Pakistan</li> <li>• Garden Tubs: Olympic Sports</li> </ul> <p>INTERNATIONAL FESTIVAL</p> <ul style="list-style-type: none"> <li>• To host a three-week International Festival in February 2023 based on France</li> <li>• Festival to cover the flora, fauna, physical and human geography of Francea with a full cultural experience to include Art and Dance.</li> <li>• To host a festival evening for the whole community.</li> </ul>	<p>March May</p> <p>January / February</p> <p>February</p>	
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<p>Monitoring Strategy</p> <p>Subject Deep Dives and Learning walks</p> <p>DIEDRE committee</p> <p>GOVERNOR FOOTPRINTS: Pam Lockyer</p>	<p>Evaluation</p> <p>Heads Report to Governors</p> <p>DIEDRE evaluation - minutes</p>
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**Molescroft Primary School**  
**Everybody Cares, Everybody Learns, Everybody Matters**  
**School Improvement Plan 2024**  
**FOCUS: RELIGIOUS EDUCATION**  
**GOVERNOR LINK: PAT BECKLEY**

KEY AREA FOR DEVELOPMENT Review and evaluate the implementation of the SACRE Religious Education Syllabus and use of floor books		Monitoring Responsibility KS/JW
TARGET All staff are comfortable with the new approach to teaching the RE curriculum and have had the opportunity to review best practice.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>• New curriculum incorporating Annual Faith/Christianity and Minor faith/Worldview is reviewed mid year with a discussion around way forward to ensure teachers feel it works well within their year group.</li> <li>• All the aspects and faiths/world views are being reflected in the floor books and through the pupil voice.</li> <li>• New faiths</li> </ul>	1 STAFF MEETING EARLY SUMMER  1 LEARNING WALK SUMMER (KS) PRIOR TO MEETING ABOVE  1 STAFF MEETING AUTUMN	The effectiveness of the first year of using floor Books for the teaching of the RE curriculum has highlighted any areas required for tweaking, reinforcing, changing or training.
Monitoring Strategy KS: SEF COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: Pat Beckley	Evaluation Governor Footprint Standards Report	

## SCHOOL INSET PROGRAMME 2024

Pupil Issues 15 minutes in every staff meeting

### SPRING: 10 TUESDAYS

#### TRAINING DAY

Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz

& READING: Everyone a Reader, Theme of 2024.

Developing high-quality book talk in Story Masters & Guided Reading to develop fluency and comprehension.

Developing a culture of reading and Reading for Pleasure.

Introduce Lesson Study & Reset of the Year	9 <sup>th</sup> Jan
Karen Massey	27 <sup>th</sup> Feb
Foundation Subject Moderation at Woodmansey with Skipsea too.	20 <sup>th</sup> Feb
Guided Reading & Story masters	12 <sup>th</sup> Mar
S.T.E.A.M	30 <sup>th</sup> Jan
Maths Factual Fluency & Journaling	6 <sup>th</sup> Feb
Pupil Progress	w/c 23 <sup>rd</sup> Jan
Pupil Progress Y2 Y3 Y5 Y6 only	5 <sup>th</sup> Mar
Consultation Evening	w/c 18 <sup>th</sup> Mar
DIEDRE BAHLOW	16 <sup>th</sup> Jan
Key stage meetings in Team Time	

### SUMMER: 14 TUESDAYS

#### TRAINING DAY

FLiC & Assessment & Lesson Study Report.	8 <sup>th</sup> Apr
Mid Year Appraisal Review	w/c 15 <sup>th</sup> April
Maths Factual Fluency & Journaling	18 <sup>th</sup> Jun
Engaging reading for pleasure & parents incl. setting up a parent workshop to develop reading at home	9 <sup>th</sup> Apr
Writing moderation	4 <sup>th</sup> Jun
Spelling shed	11 <sup>th</sup> Jun
Science moderation & assessment.	14 <sup>th</sup> May
Science outdoor learning	30 <sup>th</sup> April
Computing programming	25 <sup>th</sup> Jun
History	2 <sup>nd</sup> Jul
R.E. evaluation and floor books	23 <sup>rd</sup> April
DIEDRE BAHLOW	7 <sup>th</sup> May
Residential Week	21 <sup>st</sup> May
Appraisal Reviews (July) Show week	w/c 8 <sup>th</sup> Jul

**AUTUMN: 14 TUESDAYS**

Training Day Business – Year ahead & Safeguarding, Key Rules review PPA

Where our journey takes us next.

DIEDRE BAHLOW	1 <sup>st</sup> Oct
Consultation Evening	22 <sup>nd</sup> Oct
Final Appraisal Reviews (Oct)	15 <sup>th</sup> Oct
New Appraisal Setting (Nov)	12 <sup>th</sup> Nov
New Faith.	17 <sup>th</sup> Sep
Towards the SIP and SEFS	5 <sup>th</sup> Nov
SEMH	24 <sup>th</sup> Sep
The Future	10 <sup>th</sup> Dec
Key Stage Meetings	17 <sup>th</sup> Dec
Maths Factual Fluency & Journaling x 2	8 <sup>th</sup> Oct
Science moderation & assessment	3 <sup>rd</sup> Dec
Computing programming	19 <sup>th</sup> Nov
Writing Moderation	26 <sup>th</sup> Nov
History	10 <sup>th</sup> Sept

**BUDGET IMPLICATIONS**

FY Y1 Equipment	£2000
International Festival	£3000 P/C +- £2000
Meadow	£200

**FRIENDS ASSOCIATION BIDS 2022**

Adventure Playground FOMS 5 Years	£7 000 pa for 5 years
Proper Greenhouse	£ 1000 & FOMS & TESCO

**CAPITAL DEVELOPMENTS**

Toilet Refurbishment (loan)	£75 000 Abandoned for now
Kitchen extension	£40 000
Carpets in Y2 and Y3	£4000
Blinds	£3000

**FUTURE**

KS1 Adventure Playground	£40 000
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# COMPLETED ACTIONS OF 2023

## KEY AREAS FOR DEVELOPMENT

### **A refresh of the teaching of GPS**

**Refresh of Guided Reading principles incl. review of reading books in Y3/Y4.**

**MATHS Maintaining our momentum including in Factual Fluency and Journaling.**

### **SUPPORT FOR Y4**

**Maintaining effective and smart interventions incl.**

**Speech & Language and phonics filler programmes to meet all needs**

**V20 & Pupil Premium in EVERY Staff Meeting**

## PUPIL PREMIUM V20 & YEAR 4 CHILDREN

- Maintain intensive support and catch up wherever and whenever we can.
- Highlight in the Pupil Progress meetings of January 2023 the V20 and PP children and Y4 with maintained vigour to ensure that further specific, time limited interventions/tutoring are put in place where appropriate.
- Pupil Premium and V20 and Y4 children discussed in every staff meeting. Move diary to the end of the staff meeting.
- Consider the potential for extra staff intervention in Y4. Maybe extending some contracts. How does school-led tutoring/1-1/intervention support etc. fits into this. Who and When??

## MATHS

- Factual fluency remains the big barrier to learning in mathematics. Continue to explicitly teach the children the essential skills of addition/subtraction, multiplication/division facts across school.
- Therefore, to maintain our momentum, including in Factual Fluency and Journaling four teacher meetings are required per year.
- Journal sessions must now be a regular part of the mathematics day.

- Continued involvement with the Maths Hub will see 2 groups of schools visit Molescroft Primary school each half term to see and discuss best practice in mathematics. Maths lead is also engaged with 180 schools through the mastering number project online. Maths lead must ensure appropriate CPD for Molescroft Staff for mastering number so that we spearhead this powerful teaching tool across the Yorkshire Ridings Maths Hub area.

## READING

- Check KS2 reading texts for variety, particularly focusing on gender and diversity of author and narrative structure.
- Liaise with Y3/4 teachers to bring in some new guided reading titles
- Observe story masters sessions/open staff discussion regarding best practice
- Staff meeting - drama in lessons and opportunities for this
- Staff meeting - guided reading sessions - best practice/share ideas - lesson study?
- Review the Reading books available within KS2 for V20 pupils and those still insecure with their application of phonics.
- Continue the drip feeding of Phonics training for all staff and regularly check on the quality and consistency of the teaching of phonics across the school.
- Double check reading books match the phonics that has been taught.
- Ensure those children who have not met the expectation in Year 2 are prioritised with a specific, robust intervention.
- Check differentiation and suggest strategies in KS1.

## YEAR 1

Talk Through Stories linking directly to last year's focus on vocabulary and this year's focus on 'articulation' and is a pre-cursor to Story Masters which we start in Year 2. The purpose of the programme is to explicitly teach vocabulary through well-loved and known stories but to then express this new vocabulary through the use of dialogue and talk.

## GPS

- Coordinators to complete an extra learning walk to evaluate the teaching of GPS across the school.
- Submit a report and then present findings and solutions to staff.

## ARTS MARK

**Working on the implementation of our 'statement of commitment' for the Artsmark  
We will be submitting our final assessment of progress in September 2023**

**Developing a D&T & Art Stock Control which is predictive rather than responsive.  
Supporting our New Music Specialist Teacher.**

#### **ARTS MARK GOLD RENEWED**

- Continue to ensure high staff confidence in teaching and assessing skills.
- Continue to promote the value of the artistic process with the children and staff.
- To continue to get artwork out into the community.
- To continue to promote our inhouse Arts Council in which the children have a say in the arts curriculum. (This includes Performance Arts)
- To monitor our EHCP children to ensure they continue to access and perform well in the arts.
- To extend our offering of support across the Arts to other Education settings and professionals.
- To develop a system for the ordering of consumables, including tools in Art and D&T – possibly an adult monitor has this responsibility.

Provide all the support necessary to ensure that our new Music teacher is able to deliver the full music curriculum and lead the orchestra.

- **WORKING SCIENTIFICALLY WITH TECHNOLOGY and INSPIRING THE NEXT GENERATION OF SCIENTISTS**

#### **ACTIVITIES**

- 'Working Scientifically' objectives need to be explicit and reference the 6 strands. Introduce the new '6 strands' of working scientifically and revisit how this is recorded.
- Staff need to be given regular staff meeting time to moderate and assess across year groups to ensure we all know what 'secure' looks like.
- Staff to be given opportunities to share ways in which SEND children can show their scientific understanding and how this can be developed. - staff meeting.
- To meet with EYFS staff- share the new PLAN document and discuss how this feeds into KS1
- Subject lead to remain up to date with current practice by attending regular science meeting and also ASE publications

#### **TO MAKE I.T WORK FOR TEACHERS AND PUPILS DELIVERING A HIGHLY EFFECTIVE COMPUTING CURRICULUM AND USING I.T TO FURTHER ENHANCE OUR EFFECTIVNESS IN ALL CURRICUUM AREAS.**

##### **Programming**

- Computing Coordinator to support lessons in class for programming.
- Ongoing staff meetings supporting programming.
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##### **E-safety – discussion around way forward.**

Greater numbers of devices mean more focus. Jigsaw plans focus on online safety in the summer term. Discussion on how plans integrate with the school year -agree who monitors (E SAFETY).

**FY review and alignment** – Ensure FY teaching for new curriculum match. Flic objectives may need reallocating.

**Review of assessment/GT list** – support teachers in assessment confidence and also allocating GT

discuss viability and time allocation for a lunchtime coding club -focus on GT/disadvantaged.

**Use of Green screen** – allocation in curriculum review and continue to promote benefits to staff and pupils.

**Curriculum Review and restructure in light of recent experiences and Deep Dive.**

1 full day coordinator with Mr. Williams to ensure all syncs with the Golden Vault and broader curriculum plan.

## **EMBEDDING FURTHER THE CROSS CURRICULAR CONCEPTUAL MAP**

### **MAKING TEACHING STICK**

Bringing together the best ideas of the past 20 years to make learning stick. E.g. Accelerated Learning, Isabella Wallace, Mind Mapping, conceptual and vocabulary mapping, oral journalism, adaptive teaching, evidence informed practice, ECF agenda and the body of research behind it.

Focus of the lesson study in 2<sup>nd</sup> half of spring term.

Lesson study in teams focus on oracy and sticky teaching.

### **YEAR OF ARTICULATION**

Development of strategies to use in the classroom.

- To research to find and if necessary, design our own programme which will specifically teach the children the skills to formulate the sentences and public speaking skills to be able to be able to articulate their views, thoughts, desires, aspirations and understanding. See also Talk Through Stories in Y1 (above).

ARTICULATION STRATEGY CLASSES FOR ALL V20, SEND and PP with the need.

To create weekly sessions specifically targeted at this group of children using the programme designed above.

## **HISTORY**

- To evaluate the use of historical vocabulary across the school, particularly concepts such as ‘empire’ and ‘civilisation’ etc. which are in the curriculum intent section and are relevant to multiple different units.
  - Look at historical vocabulary more generally as well.

To investigate reasons for why SEN children do not achieve security at the same rate as non-SEN children and recommend ideas for narrowing this gap.

## **THE FUTURE DIRECTION OF MOLESCROFT PRIMARY SCHOOL**

**School structure within an academy environment.**

**Finance – Structure**

**Leadership Structure.**

- Head Teacher to open the discussion with Governors, SMT Regarding the direction of travel for schools in the East Riding in view of the White Paper.
- All parties to be aware of the choices – either joining a MAT or being part of creating a MAT. Understanding that a plan is required, but conversion is not urgent unless we have a definite desire to join individually or collectively with another local MAT.
- Within this scenario, to understand the opportunities regarding the future management structure of MPS and Woodmansey. Now is the time to make decisions on what is best for the future of the school.

- This could be something tackled in advance of the MAT scenario and could involve other schools trialling a “relationship” with us in advance.

The management structure of our collaboration needs to be considered in light of the financial pressures on schools (although the recent £4.6 billion over 2 years should relieve this somewhat).

## **PRIMARY LANGUAGES**

### **Keeping Phonics alive in teacher led MFL**

- **FURTHER DEVELOP “OUT OF LESSON LEARNING”**

Improve ability to speak in the target language confidently and with accurate pronunciation particularly to meet the age-related expectations for Year 5 and Year 6. Increase the children’s feeling of self-efficacy - Keep ‘Phonics’ alive in all language lessons.

Ensure that ‘Out of Lesson Learning’ continues to take place in PE, in the dining hall and in public areas.

- Start to replace with French/Spanish phrases in public areas with “starter phrases”.

### **Enhancing our provision with greater skills development in KS1, even greater activity and improved progression in Gymnastics.**

- **Gymnastics**

Gymnastics is taught in PPA by gymnastics coaches from Meridian Gymnastics Club. Teaching assistants have been observing and assisting the coaches for a couple of years now and feel more confident in this area. Upon observation, the lessons currently being held do not show the progression that we would expect through the year groups.

The lessons seem a little repetitive and with the implementation of GetSet4PE, we believe that gymnastics could be taught to a higher standard by the teachers using this fantastic resource.

- **Promotion of PE Active 60**

Push Active 60 further across the whole school including parents through newsletters, assemblies, website and posters in school. To do this, more playground equipment and games to be available during playtime and lunchtimes. Sports leaders to help lead activities where possible. Continue to promote PE in school and outside of school and ensure the sports board is utilized. Reposition the sports board in an area that is accessible to the whole school – See Clubs wall.

- **Introduction of GetSet4PE Fundamental Skills in KS1**

"When pupils move through a well-sequenced curriculum their self-efficacy increases because of increased knowledge and competence." Research Review Series: PE, Ofsted, 2022

Fundamental movements skills underpin all activities in PE. These units in KS1 allow children to develop these skills in isolation and in combination. These FMS to be reinforced in all PE units to help children increase their competence.

Maintenance of the Platinum Level for the Sports Mark continues to demonstrate the high expectations, progression and engagement of our pupils in sport and PE.

There is a clear plan for progression in Gymnastics which is confirmed through lesson observations.

All children are engaged in some form of Physical activity over and above the curriculum provision and all achieve the PE Active 60.

### **SEMH Audit Review: Molescroft Primary School and 2023 ACTION PLAN**

See plan in new SIP

### **THREE YEAR REVIEW OF RELEVANT POLICIES OUTLINED ON 3 YEAR ACTIONS PLAN**

#### **HEALTH AND SAFETY**

Complete full review of all COSHH documentation and display thereof.

Complete full review of all RISK ASSESSMENTS and display thereof.

#### **OTHER POLICY REVIEWS**

Complaints policy

Complete 3 year review of OVERARCHING POLICIES

Admissions Policy

Afternoon Tea Club Policy

Attendance Policy

Back Up and AntiVirus Policy \*

Breakfast Club Policy

British Value Statement

Fair Trade Policy

Green Procurement Policy

Worship Policy

Complete 3 year review of PROFESSIONAL POLICIES

Appraisal Pack

Appraisal

Best Value Statement

Pay Policy

### **MAINTAINED THE ECO SCHOOL Green Flag Award Standard**

**British Council International Schools' Award successfully retained September 2023**

### **Review and evaluate the implementation of the new SACRE Religious Education Syllabus**

- New curriculum incorporating Annual Faith/Christianity and Minor faith/Worldview – discussion around way forward after a year of embedding across the school to ensure teachers feel it works well within their year group.
- Flic objectives to be recreated to ensure they are closely matched to the new learning outcomes for each unit – based on MTP

After one year embedding to look at how to support LA/HA differentiation within the subject and any elements of curriculum that need changing.

### **SCHOOL INSET PROGRAMME 2023: All completed**

V20, Y4 & Pupil Premium – 10 minutes in every staff meeting

#### **SPRING: 11 TUESDAYS**

Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz (see 31<sup>st</sup> January)  
Introduce Lesson Study & Maths & Adaptive Teaching : Through team Meetings (PPA) to be arranged by Andrea  
Downs Syndrome & Primary Languages 24<sup>th</sup> January  
International Festival & EVOLVE reminder 17<sup>th</sup> January  
Consultation Evening w/c 27<sup>th</sup> March  
DIEDRE BAHLOW 9<sup>th</sup> 10<sup>th</sup> Jan  
Appraisal Reviews w/c 21<sup>st</sup> March (disaggregated TD 25<sup>th</sup> July)  
Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz 31<sup>st</sup> January  
Drama in Reading/Writing 14<sup>th</sup> March  
Reading & GPS 21<sup>st</sup> February  
Science 7<sup>th</sup> February  
Computing 28<sup>th</sup> February  
SEMH 7<sup>th</sup> March  
Maths 21<sup>st</sup> March  
Key stage meetings in Team Time

#### **SUMMER: 13 TUESDAYS**

Training Day Sticky Teaching & Articulation ½ TD. 17<sup>th</sup> April and 4<sup>th</sup> July  
DIEDRE BAHLOW 6<sup>th</sup> & 8<sup>th</sup> June  
Residential Week 23<sup>rd</sup> May  
Appraisal Reviews (July) Show week w/c 10<sup>th</sup> July  
Key Stage Meetings / Hand over meetings 18<sup>th</sup> July  
Maths 18<sup>th</sup> April  
Reading 25<sup>th</sup> April  
RE 13<sup>th</sup> June  
Science 2<sup>nd</sup> May  
Computing 20<sup>th</sup> June  
SEMH 9<sup>th</sup> May & 27<sup>th</sup> June

Primary Languages

16<sup>th</sup> May

**AUTUMN: 14 TUESDAYS**

Business – Year ahead & Safeguarding  
Training Day Sticky Teaching & Articulation  
& SEMH

DIEDRE BAHLOW	w/c 16 <sup>th</sup> Oct
Consultation Evening	w/c 23 <sup>rd</sup> Oct
Appraisal Reviews (Oct)	10 <sup>th</sup> Oct
New Faith	19th Sept
Towards the SIP and SEFS.	10 <sup>th</sup> Oct
Maths.	12th Sept
Maths	3rd Oct
Science	26th Sept
Computing	14 <sup>th</sup> Nov
SEMH	5 <sup>th</sup> Dec
Key Stage Meetings	19 <sup>th</sup> Dec
Primary Languages	7 <sup>th</sup> Nov
	21 <sup>st</sup> Nov
	28 <sup>th</sup> Nov
	12 <sup>th</sup> Dec