



Lynch Hill School Primary Academy SDP 2019/21

‘Learning Together’
We Aspire Achieve Respect;
We Aim High, Work Hard, Care Deeply

SCHOOL CONTEXT

Number of pupils on roll:
920

Number of pupils with English as an additional language (EAL): **139**

Number of pupils eligible for pupil premium: **123**

Number of pupils with an education, health and care (EHC) plan: **16**

Overall attendance: **96.2%**
 (KS2: 96.7%)
 KS1 & YR: 95.3%)
 Persistent absence: **7.1%**
 (59 pupils below 90%)

Pupil achievement for end of KS2

(Average Scaled Scores for LHS v national)

	LHSPA	National
Reading	108	104
Writing	105	
Maths	108	105
GPS	112	106

(% at & above expected standard)

	LHS Exs	Nat Exs	LHS Above	Nat Above
Reading	83%	73%	43%	27%
Writing	85%	78%	33%	20%
Maths	88%	79%	47%	27%
GPS	91%	78%	67%	36%
Combined	77%	65%	24%	11%

EYFS & KS1:

EYFS GLD: 75% (National 72%)

Y1 Phonics screening 95% (National 82%)

KS1 TA 2019:

	LHS Exs	Nat Exs	LHS Above	Nat Above
Reading	74%	75%	22%	25%
Writing	71%	69%	12%	15%
Maths	75%	76%	29%	22%
Combined	59%	65%	7%	11%

Group Analysis for future tracking

Pupil Premium: Low attainment at end of KS1 and KS2 in 2019 though FSM were broadly in line with LHS other for KS2

SEN: SEN support pupils were below SEN national in all areas, as were EHCP

White British need to close the attainment gap on other groups

Gender: Boys outperformed girls in KS2 Maths, Girls outperformed boys in all other areas. No real differential at the above standard. In KS1 boys below national boys for reading and maths and girls in line with or above national girls across the 3 core areas.

SCHOOL CONTEXT

Key areas to improve from data analysis and Blink review May 2019

% of pupils achieving expected or greater depth standard in reading, writing and maths combined in KS1

Writing from Reception to Y5 through non-negotiables and better links with reading.

Consistent use of PiXL across KS1 and KS2

Provision in Reception – ensuring good or better practice

Pursuing excellence as standard

Key staffing areas of issue

Covering Maternity Leaves
Supporting new leaders

Budget information

Projections for a deficit budget 2022 onwards

Key performance indicators for the next 3 years

- Reduce supply costs to less than £10, 000 per year by covering absences in-house
- Reduce overall % of expenditure on staffing year on year
- % of pupils achieving combined 'expected' or 'greater depth' standard in reading, writing and maths to be at least 70% in each year group from 1-5 by 2022, with at least 20% exceeding
- % of pupils achieving combined 'expected' or greater depth' standard in reading, writing and maths to consistently remain above local and national in Y6
- Early years provision to be judged consistently good or better and EYFS data for GLD to be remain above national year on year

SUMMARY OF PRIORITIES FOR 2019/20

Achievement gap issues	Pupil Premium in all year groups. Careful tracking of prior attainment groups in every year group, Gender: have reversed poor performance of girls at end of KS2 as was evident in 2018 but need to address the stereotypical data of girls performing better in English and boys better in maths. Achievement gaps exist for SEN and EHCP and for white British pupils
Priority 1	To ensure the curriculum is coherently planned and sequenced, in each year group, towards cumulatively sufficient knowledge and skills being developed for future learning and employment and for pupil outcomes to be at least in line with national at the end of EYFS and KS1 and above national by the end of KS2
Priority 2	Improve teaching and learning in Reception so that provision is judged to be consistently good or better in all areas of learning
Priority 3	To ensure consistency in behavior across classes and all year groups so that the behaviour non-negotiables are adhered to by all and pupils feel safe and happy
Priority 4	To continue to provide a wide range of opportunities that stretch beyond the academic, enabling children to develop all aspects of their character and culture, providing greater opportunities to take risks and make mistakes so that it is evident that LHS pupils are given access to a quality education of the head, heart and hand
Priority 5	Develop a more outward facing school who actively seek opportunities to work with other schools to improve provision and who fully recognise what is needed to be an outstanding school in 2019/20

QUALITY OF EDUCATION - To ensure the curriculum is coherently planned and sequenced, in each year group, towards cumulatively sufficient knowledge and skills being developed for future learning and employment and for pupil outcomes to be at least in line with national at EYFS and KS1 and above by the end of KS2

TARGET & SEF REFERENCE	ACTIONS TO ADDRESS TARGET
<p>To improve the % of pupils achieving combined expected standard + at the end of KS1 by 10% (from 59% to 70%)</p>	<p>Staff training for all year groups on significance of combined data results Use of Insight Tracker to carefully track and monitor progress of Y2 cohort each half term Y1 staff to be carefully tracking combined data to support transition to Y2 EYFS to clearly track reading, writing and number combined Careful tracking of groups and implementation of targeted support as needed – with key focus on PP so that there is a closing of the attainment gap Use of Character resources on PiXL to help develop stamina and growth mindset Ensuring that all relevant planning for combined subjects is shared with TAs promptly to effectively support pupils and enable sufficient time for adaptation for SEN pupils</p>
<p>To introduce a more rigorous approach to the teaching of reading skills that develops learners' confidence and enjoyment in reading beyond RWI.</p>	<p>Devise a reading curriculum Training from J.Mohammed on quality guided reading and other key reading techniques Ensure all staff are aware of PiXL resources, including speed reading, echo reading and reading with stamina Regular learning walks and clear and concise feedback and next steps Introduction of further reading challenges and opportunities for paired reading, whole class reading and echo reading in comprehension Curriculum links to be made stronger through cleverly selected texts Purchase of new reading resources to support Y2 comprehension skills – in line with expectations of end of KS1 reading tests Careful tracking of groups, with key focus on PP so that there is a closing of the attainment gap and implementation of targeted support as needed Introduce reading role models Non-negotiable story-time in each class in EYFS & KS1 Use of Library Lion in KS1 Promote library visits</p>

<p>To embed maths mastery in all year groups and improve the % of pupils on track and above in all year groups</p>	<p>Ongoing staff training led by J. Surrage</p> <p>Team and focused planning with focus on reasoning</p> <p>Mastery champions in each phase team and opportunities to observe outstanding practice</p> <p>Careful and considered use of Power Maths with White Rose, along with new concrete resources</p> <p>Timely and consistent feedback</p> <p>Targeted same day support for those struggling with a concept</p> <p>To introduce some of the mastery concepts within EYFS and use Power Maths resources to support the use of Power Maths workbooks in KS1 to support all pupils and enable focus on maths skills and concepts rather than copying into a book or having to use poor quality worksheets</p> <p>Careful tracking of groups and implementation of targeted support as needed – with key focus on PP so that there is a closing of the attainment gap</p> <p>Use of Character resources on PiXL to help develop stamina and growth mindset for mastery in Maths</p>
<p>To improve writing outcomes in all year groups from YR to Y5 by at least 5%, with no cohort to have lower than 70% on track+, through the embedding of good and better practice and effective use of non-negotiables</p>	<p>Re-introduction of non-negotiables for each year group and how they must be used in lessons – including handwriting and presentation as age appropriate</p> <p>Clear expectations for cross-curricular writing and all staff to recognise that the same non-negotiables apply</p> <p>Directed time dedicated to analysing individual pieces of writing and ensuring all staff understand the assessment criteria</p> <p>More training on significance of grammar and vocabulary</p> <p>More regular monitoring of writing books and clear and concise feedback and next steps</p> <p>Follow up after monitoring sessions to ensure that next steps and feedback are being complied with</p> <p>Year leaders to monitor writing sessions to ensure use of non-negotiables</p> <p>Targeted trial of Talk for Writing</p> <p>Raise the profile of quality speaking and listening in all lessons to improve the articulacy of sentences</p> <p>Use of Character resources on PiXL to help develop stamina and growth mindset for extended pieces of writing</p> <p>Careful tracking of groups and implementation of targeted support as needed – with key focus on PP so that there is a closing of the attainment gap</p> <p>Involve the pupils in the creation of challenge success criteria</p> <p>Early introduction of peer editing ‘purple polishing’</p>

<p>Review pedagogy at LHS and improve the quality of the IPC curriculum so that it is consistently good or better across all KS1 & 2</p>	<p>Implement new pedagogy policy so that all stakeholders are aware of the learning journey.</p> <p>Specific training and focus on the importance of oracy as a skill for life & for future employment</p> <p>Subject leads and teams to be clear on the skills children need for each subject area and children know what it is to be a scientist or historian etc</p> <p>Review and audit of what is taught. IPC leader to direct year leaders to changes to be made for non-core subjects</p> <p>Monitor IPC sessions to ensure high quality learning experiences are taking place</p> <p>Regular learning walks and clear and concise feedback and next steps</p> <p>Year group staff to all be aware of prior learning and the next steps in the journey</p> <p>Allocated time with other year groups to ensure progressions and building on of skills</p> <p>Develop more pupil-led learning opportunities and a clear balance of activities that challenge the head, heart and hand</p> <p>Visits to other schools to review outstanding practice and gain a broader picture</p>
<p>To secure use of PiXL to support quality first teaching and therapies to close gaps in learning across KS1 and KS2</p>	<p>AHT for KS1 to attend PiXL conference in September</p> <p>Opportunities for year leaders to attend PiXL events throughout the year</p> <p>Year leaders to ensure all data is collected and inputted throughout the year</p> <p>Team meetings dedicated to reviewing resources available</p> <p>Monitor use of resources and review impact termly – ensuring good balance of PLCs and Character resources</p> <p>Nominate PiXL champions for each team</p> <p>Careful tracking of groups and implementation of targeted support as needed – with key focus on PP so that there is a closing of the attainment gap</p>

Key Milestones/Learning Journey

Termly data indicates 100% of all groups of pupils on target to make at least good in year progress within an 'Age-Related' curriculum, regardless of prior attainment.

Autumn 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> • 100% good progress or better from prior attainment • Core subject data is at least 5% better than Autumn 2018 for YR, Y2, Y3, Y4, Y5 and maintained in Y1 and Y6 • Pedagogy Policy introduced • Curriculum Overviews to have been revised with head, heart and hand focus and subject overviews to be drafted for all subjects and all year groups so that implementation can be evaluated • PiXL character and culture to have been explored by all year groups and evidence of these therapies being used to support learning • All year groups to complete Horsforth Quadrant for at least one core area • All year groups to have offered extended learning opportunities to showcase pupil's deeper learning • All subject leaders to have completed a focused action plan which is reviewed and discussed with SLT • Review of reading at LHSPA to have been completed 	<ul style="list-style-type: none"> • 100% good progress or better from prior attainment • Core subject data is better than Spring 2019 for key groups and at least maintained in Y6 • Skills audit completed to ensure progression of skills across all key stages in all subject areas • Curriculum overviews to be refined for all subjects across all year groups, ensuring the significance of head, heart and hand • All staff to have contributed to the re-writing of a meaningful curriculum policy – which focuses on a knowledge-rich curriculum with appropriate coverage, content, structure and sequencing and have begun to implement it effectively. • Curriculum review shows that staff are now focusing on endpoints, specific and appropriate content and the sequencing of the content to ensure the building of skills. • PiXL Horsforth Quadrants to be completed for additional core area to identify key pupils for support • Pupil feedback shows that all year groups offer a curriculum of the head heart and hand 	<ul style="list-style-type: none"> • 100% good progress or better from prior attainment • 70% expected+ for reading, writing and maths combined at KS1 • EYFS data to show at least 78% GLD • KS2 data to show narrowing of achievement gaps for targeted groups • Core subject data is better than Summer 2019 for all year groups • Positive outcomes for Y4 multiplication tests – at least in line with national • Curriculum overviews finalised for all subjects across all year groups and head, heart and hand to be central to the LHS curriculum. Reading curriculum completed • Completion of the Curriculum policy for LHSPA which accurately describes the learning journey and the school's intent, implication and how impact is measured • Curriculum reviews, observations and work scrutinies show quality curriculum provision for all pupils which is knowledge-rich and promotes mastery and depth • Pupil surveys to show that at least 85% of pupils feel that they have a broad and balanced curriculum of the head, heart and hand where the whole child is valued

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TARGET & SEF REFERENCE	ACTIONS TO ADDRESS TARGET
<p>Utilise staff, planning, resources & assessment so as to improve outcomes from 75% GLD to at least 78%</p>	<p>Dedicate £2000 from 2019/20 budget to buy-in consultancy support for EYFS SLT and year leader to work with staff to enable them to be open to, and make full use of, the consultancy support Thorough analysis of EYFS data 2019. Delve deep to gain a true picture of the 25% who did not get GLD. Did they attend LHS nursery? What % SEN, EAL, boys, disadvantaged? Work effectively with the phonics lead/Y1 leader to further improve phonics in Reception and early writing Staff training and focus on development of early writing and providing quality writing opportunities for all pupils SLT to review deployment of TAs to ensure that EYFS pupils have the best start Utilise trained staff for speech and language support and effective offering of Speech Links Regular learning walks and clear and concise feedback and next steps Careful target setting, tracking and monitoring of all pupils with key focus on % of pupils achieving GLD and identifying key marginals Careful tracking of groups and implementation of targeted support as needed – with key focus on PP/disadvantaged and boys so that there is a closing of the 'real' attainment gap. Well-planned support and interventions to support targeted pupils To further improve the learning environment in Reception with a clear focus on improvements to the outdoor learning – making effective and considered use of the additional EYFS budget for 2019/20</p>
<p>Fully address the moderation feedback and ensure that writing and expressive arts and design are given the focus needed to secure improvement</p>	<p>Complete bids for additional funding to purchase resources to support the effective development of expressive arts & design Closer working partnerships with outstanding EYFS departments who are three or four form entry to observe how expressive arts and design is developed successfully Training from K.Pooley on how to develop music within the EYFS- with advice actioned</p>

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Autumn 2019	Spring 2020	Summer 2020
100% Good progress or better from prior attainment Have begun improvement work with EYFS consultant All phonics teaching to be consistently good or better SLT and EYFS are all confident with the data analysis for 2019 and have identified what could be done differently for 2020	100% Good progress or better from prior attainment Learning walks show the EYFS offers consistently good or better provision	100% Good progress or better from prior attainment At least 78% GLD for 2020 All EYFS consultant's recommendations implemented Learning walks show the EYFS offers consistently good or better provision

BEHAVIOUR AND ATTITUDES - To ensure consistency in behaviour across classes and all year groups so that the behaviour non-negotiables are adhered to by all and pupils feel safe and happy

TARGET & SEF REFERENCE	ACTIONS TO ADDRESS TARGET
<p>All staff to have high expectations for learners' behaviour and conduct and they apply these expectations consistently and fairly. This is reflected in learners' behaviour and conduct and the recognition that the small things matter. Staff never walk on by.</p>	<p>Raise profile of behavior policy and ensure clarity on all aspects so that there is consistency Raise profile of class and playground charters and make clear the expectations for behavior at LHS Regular monitoring of behavior logs and feedback regarding any inconsistencies across the classes Regular SLT and year leader learning walks and clear and concise feedback and next steps regarding behavior and behavior for learning Termly pupil feedback sessions Back to basics with regard to what constitutes loss of Kidzone Year leaders to ensure behaviour is an agenda item in each team meeting. Strategies discussed and consistency reviewed</p>
<p>To ensure that relationships among learners and staff in every part of the school reflects a positive and respectful culture and climate.</p>	<p>Monitoring of all areas of school with rotas as necessary to ensure that this happens Introduction of new rota for lunchtimes with TAs leading and supporting safe play Regular feedback opportunities Support for pupils' mental health and well-being with dedicated staff to support pupils in need, ensuring that all staff recognise the importance and value Providing all with a clean place to eat</p>
<p>To establish that LHS is a learning environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.</p>	<p>Use of appropriate resources including stonewall and Jigsaw PSHE to support behaviours and attitudes Regular assemblies re-enforcing the non-negotiables and being clear on terminology and definitions Termly pupil feedback sessions Review of bullying policy TAs outside at lunchtime to ensure more careful monitoring of behaviour and to ensure that 'hot spots' are well supervised Clear displays that re-enforce the key messages across the school</p>

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Autumn 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> • Learning walks show that behaviour for learning is consistently good or better in all classes • Attendance figures for term one are better than for the same time last year for YR & Y1 cohort and other target groups • Displays promoting key messages about behaviour, safety and mental health are visible around all areas of the school • Use of LHS non-negotiables evident in every class • Learning walks show that pupils know how to study and are able to tackle challenges using a range of strategies • Learning walks and pupil feedback show that pupils are resilient learners and use errors and mistakes as learning opportunities 	<ul style="list-style-type: none"> • Learning walks show that behaviour for learning is consistently good or better in all classes and learners have positive attitudes towards their learning journey • Behaviour log analysis shows a reduction in Formal warnings across the year groups • Attendance figures for term two are better than for the same time last year for YR, Y1 and other target groups • Pupils talk positively about the displays that are visible • Children are able to explain the non-negotiables and why they are important in supporting behaviour and learning • Learning walks show that pupils know how to study and are able to tackle challenges using a range of strategies • Learning walks and pupil feedback show that pupils are resilient learners and use errors and mistakes as learning opportunities 	<ul style="list-style-type: none"> • Learning walks show that behaviour for learning is consistently good or better in all classes and learners have positive attitudes towards their learning journey • Attendance figures for the year are above national • Persistent absenteeism remains lower than national and figures are better than 2018/19 • Pupils actively use the language of LHSPA in their general interactions with others • Learning walks show that pupils know have strong study skills and are able to tackle challenges using a range of strategies • Learning walks and pupil feedback show that pupils are resilient learners, use errors and mistakes as learning opportunities and take pride in their achievements. It is evident that they 'care deeply'

PERSONAL DEVELOPMENT - To continue to provide a wide range of opportunities that stretch beyond the academic, enabling children to develop all aspects of their character and culture

TARGET & SEF REFERENCE	ACTIONS TO ADDRESS TARGET
<p>Embed Jigsaw PSHE across the school to ensure that all classes have access to quality SMSC and PSHE provision</p>	<p>Staff training for Jigsaw PSHE Review across the trust schools as to how to best utilise the resources Monitoring of PSHE sessions and clear and concise feedback and next steps Pupil feedback and interview sessions to be held termly</p>
<p>To ensure that provision is ready for age appropriate teaching of RSE in each key stage</p>	<p>Re-write RSE policy Consultation on content for RSE from 2020 Update the subject overview for PSHE to ensure that the correct RSE is taught in each year group Specific staff training to ensure all teacher are comfortable with the RSE expectations for their year group</p>
<p>Review pedagogy and improve teaching and learning opportunities in each year group so that there is a more balanced curriculum that develops pupils as global citizens and not merely academic performers</p>	<p>Implement new pedagogy policy Implement recommendations of the Blink review Training on what it means to have curriculum of head, heart & hand Ensure all year groups offer pupils a balance of learning opportunities to develop head, heart and hand across all subjects Ensure that the curriculum offers opportunities for risk taking Staff in KS1 and 2 to make effective use of the International and society aspects of the IPC units Review and amend planning and curriculum maps so that oracy is at the heart of learning at LHS Introduce more current affairs into the classroom and set challenges to encourage children to take greater awareness of the world around them</p>
<p>Provide greater opportunities for pupils to take risks and make mistakes</p>	<p>Pupils given more opportunities to lead lessons and teach others whilst the teachers observe Provide scenarios for risk taking Growth mindset to be a key aspect of the learning climate in each classroom Positively celebrate mistakes as learning opportunities. Who made a mistake today? What can we learn from that? Staff to provide more opportunities for children to present their work in different ways and to review and evaluate the level of success</p>

<p>Embed the new school values of 'Aim High, Work Hard, Care Deeply'</p>	<p>Staff to ensure that these values are regularly shared with pupils during lessons – they should be embedded in the language of all lessons</p> <p>The values are to be displayed throughout the school and referred to regularly</p> <p>Values to feature on letter head and on website so that they become familiar to all stakeholders</p>
<p>To address the necessary targets to achieve the Platinum School Games Award in 2020</p>	<p>Audit of provision and clear action plan</p> <p>Attend SSSN sessions supporting school games applications</p> <p>Sports lead to collate evidence across the year</p>

Key Milestones/Learning Journey

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Autumn 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> • Consultation on RSE • New values of Aim high, Work hard and Care deeply are on display around the school and in documents sent to parents • Observation and Learning walk feedback show that staff and pupils are using the new values • Staff training on safeguarding • Purchase of online safety training and resources • Staff are all aware of their responsibilities to keep learners safe and this is given due focus in their teaching. Displays show children who to go to • Completion of PE action plan with focus on platinum criteria to be addressed 	<ul style="list-style-type: none"> • All staff to be using Jigsaw PSHE • Observation and Learning walk feedback show that the new values play an integral part of each day and are now embedded in classrooms • Pupils actively discuss aim high, Work hard and care deeply in lessons • Pupil feedback will show that they are aware of how to keep safe and know who to go to when they need help • All staff will have accessed the online safety training and resources and pupils will have had access to this 	<ul style="list-style-type: none"> • Staff using Jigsaw PSHE with confidence • Pupils talk positively about the content of Jigsaw PSHE • Completion of RSE policy and planning ready for September 2020 • Evidence file completed and all targets met ready for Platinum School Games Award • Pupils actively discuss aim high, Work hard and care deeply in everyday language

LEADERSHIP & MANAGEMENT - Develop a more outward facing school who actively seek opportunities to work with other schools to improve provision and fully recognise what is needed to be an outstanding school

TARGET & SEF REFERENCE	ACTIONS & MILESTONES TO SUCCESS
<p>Develop leadership capacity at all levels to ensure continuous and sustainable improvement and value for money</p>	<p>Review staffing structures in all areas of the school and implement changes as recommended by reviews and audits Provide opportunities for staff at all levels to visit outstanding schools and feedback on observations so others can benefit Ensure all staff observe other colleagues within school termly – team leaders to schedule this and feedback to SLT that this has been done Encourage cross primary opportunities across the trust to share good practice and enable staff to maximise leadership capacity</p>
<p>Ensure budget transparency at all levels, so that all stakeholders have a sound understanding of the school's financial position</p>	<p>Half termly meetings with budget holders to review spending and priorities Updates to all staff during Insets so all staff at all levels are aware of school's financial position and to dispel the myths Ensure greater clarity regarding ordering and finance processes More discussion regarding priorities for spending on pupil resources</p>
<p>To further enhance the culture of well-being and positive mental health at LHS so that staff and pupils report being well supported</p>	<p>Ensure there is a strong focus on cultural and social capital for pupils and staff. Make links with local charities Relevant CPD for staff at all levels Introduction of staff well-being weeks Access to support within school for pupils and staff Consultation on workload and stress levels Effective use of mental health ambassadors Widen the range of social events Opportunities for team building sessions and team competitions Review of how welfare fund is spent to enable all to benefit</p>
<p>Establish excellence as standard across the school by continuing to develop staff at all levels</p>	<p>Effective use of CPD opportunities and directed time schedule to raise expectations and ensure consistency Implement Blink review feedback and other changes needed as a result of school audits Work with EYFS consultant to secure quality outcomes in EYFS Monitor and review CPD log termly for all staff at all levels, identifying further training needs and priorities Invite TAs to attend the Monday directed time meetings or ensure that all information is cascaded in a timely and meaningful fashion</p>

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<ul style="list-style-type: none"> • 100% Good progress or better from prior attainment • Training Needs Analysis completed for all staff • Implementation of action points highlighted in reviews and audits • Promote training opportunities for middle leaders – Assistant SENDCo to begin training course • SLT to work with Primary Director to work towards the school being inspection ready • Half-termly meetings with budget holders 	<ul style="list-style-type: none"> • 100% Good progress or better from prior attainment • Embedding action points from reviews and audits • All staff to have observed excellent practice in the school and feedback within teams • SLT to work with Primary Director to work towards the school being inspection ready • Half-termly meetings with budget holders 	<ul style="list-style-type: none"> • 100% Good progress or better from prior attainment • All teaching staff to have visited an outstanding setting and feedback within teams • Observations and reviews show that the LHS provision is good or better across all areas of the school • School to be inspection ready • Half-termly meetings with budget holders