

*“Building loving hearts and strong minds, with God and each other.”*



Holy Rosary Catholic Primary School  
Parent Post OFSTED Action Plan V2

Inspection 04/05 October 2017

Special Measures

Ofsted Areas	Ofsted Grade	EOY Target	Key
Leadership and Management	4	2	1 Outstanding 2 Good 3 Requires Improvement 4 Inadequate
Teaching, Learning and Assessment	4	2	
Personal development, behaviour and welfare	3	2	
Outcomes	4	2	
Early Years	3	2	
Overall	4	2	

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<b>Key Issue 1</b>	<p><b>Improve the quality of leadership to secure and sustain improvements in the quality of teaching and pupils’ outcomes by ensuring that:</b></p> <ul style="list-style-type: none"> <li>■ leaders, including those who manage the early years and the provision for pupils who have special educational needs and/or disabilities, develop their skills in accurately monitoring and evaluating all aspects of the school’s work</li> <li>■ school improvement plans are sharply focused on the most pressing priorities for the school, have well thought-out actions, tightly defined success criteria and timescales for when improvements will take place</li> <li>■ leaders set teachers performance targets that are closely linked to improving the quality of teaching and pupils’ outcomes</li> <li>■ assessment systems are used effectively to track pupils’ progress</li> <li>■ leaders develop precise plans for the use of additional funding for disadvantaged pupils, and monitor the impact on these pupils’ outcomes</li> <li>■ leadership of provision for pupils with English as an additional language is developed to ensure early intervention and support is more closely matched to the pupils’ needs</li> <li>■ all staff receive professional development opportunities that match their specific needs, especially in the teaching of phonics.</li> </ul>
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	<b>Aims</b>	<b>Actions Completed</b>	<b>Actions to complete</b>
1.1	Develop the experience of AHT and DHT.	<p>TB and MD attend 3 day School Inspection training with PBM.</p> <p>TB and MD to carry out joint observations of St. Edward’s staff with JMc and KM to develop observation skills.</p> <p>Day 1 Support TB and MD for writing SEF and Strand reports in analytical style based on evidence.</p> <p>3 day diocesan HT Induction programme.</p>	<p>TB and MD to carry out regular learning walks and observations of Holy Rosary staff, quality assured by JMc and KM.</p> <p>Day 2 and 3 support TB and MD for evidence-based monitoring, writing SEF and Strand reports.</p>
1.2	Create clear success criteria and deadlines for OFSTED action plan.	<p>EF/JMq to start OFSTED action plan.</p> <p>TB and MD complete plan using same template .</p>	Review the plan for each Ofsted Strategic board.
1.3	Focus relentlessly on teaching and learning.	<p>EF in liaison with JMq/KM provide short term action plans focused on improving T&amp;L which are addressed in a timely fashion.</p> <p>TB and MD co-create the 2-week action plans.</p>	TB and MD take full ownership of the two week action plans.

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	<b>Aims</b>	<b>Actions Completed</b>	<b>Actions to complete</b>
1.4	Produce a reliable tracking system for pupil data.	TB and MD to create record pupil outcomes for RE, Reading, Writing, Maths, SPAG on tracking system with filters for PP, Girls, Boys, EAL, HA,MA,LA , SEND incl. EYGS/KS1 baselines.	Update at each data point.
1.5	Targets for each year group easily accessible for SLT and Gobs to monitor.	Use tracking to produce an assessment booklet showing targets that will build up over the year.	Review whether targets are on track at each data point.
1.6	Set assessment dates and agreed procedures for assessing in place.	TB and MD plan assessment dates for all year groups on year planner with clear instructions for procedures. E.g. SATs papers, NFER tests, Salford reading test, phonics screener and TA checked for accuracy.  Tests ordered for each summative assessment period.	Continue to quality assure the reliability and validity of tests.
1.7	Identify accurate view of T&L from data and understand the progress of specific groups and interventions and form secure basis for pupil progress meetings.	Pupil outcomes on tracking system with filters for PP, Girls, Boys, EAL, HA, MA, LA, SEND and populated with baselines (EYFS/ KS1) Y6 with end of Autumn pupil assessment outcomes.  Autumn pupil progress meetings.  Mid and end of Spring pupil assessment outcomes on tracker.  Spring pupil progress meetings.	End of Summer pupil assessment outcomes.  Summer pupil progress meetings.
1.8	Establish non-negotiables and ensure they are adhered to.	Decide and list non-negotiables.  Communicate non-negotiables with staff.  Monitor non-negotiables.	Embed non-negotiables.
1.9	Focused staff meetings on most pressing T&L priorities and T&L training.	Review minutes of staff meetings and ensure they give clear messages regarding key priorities.  Identify whole school needs through monitoring and use	Continue to identify whole school needs through monitoring and use staff briefings, meetings and inset to address these.

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	<b>Aims</b>	<b>Actions Completed</b>	<b>Actions to complete</b>
		staff briefings, meetings and inset to address these.	
1.10	Monitoring activities address most pressing T&L priorities.	Ensure weekly monitoring activities are planned on whiteboard and reviewed against specific T&L priorities.  Give immediate feedback where necessary and appropriate.	Continue to give immediate feedback where necessary and appropriate.
1.11	Performance management of staff is robust and links clearly to the Ofsted action plan.	Performance management for TB, MD and each teacher sets out measurable targets against pupil progress for all core subjects, identifying training needs where appropriate.  Autumn and spring pupil progress meetings.  Implement sickness and absence policy.	Mid-term review of performance management  Performance management of support staff.  Summer pupil progress meetings.
1.12	Teachers have access to pupil data.	Teacher’s record books include all key information including prior attainment.  Teachers have targets based on previous phase so that they know which child should be working at which level of attainment and the progress they are making.  FFT aspire training for all staff to be aware of targets and understanding of expectations for all pupils.  Review IDSR with all teachers and support staff to understand attainment and progress of previous cohort and how this impacts on our current pupils on role.  Track individual pupil progress.	Update record books at each data point.  Continue to track individual pupil progress.
1.13	There is a clear structure and rationale to the curriculum	Organise and implement a book based curriculum in EYFS and KS1.  Organise and implement the structure of the curriculum in	Review 2017-18 curriculum  Survey pupils.

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	<b>Aims</b>	<b>Actions Completed</b>	<b>Actions to complete</b>
		<p>KS2. Long term plans for Autumn, Spring and Summer given to teachers with next terms curriculum coverage.</p> <p>Share KS2 curriculum on the school website.</p>	<p>Share EY and KS1 curriculum on school website.</p>
1.14	<p>Leaders in the Early Years are skilled in monitoring and evaluating provision.</p>	<p>Entrust programme of support and training to EY based on: Assessment, evidence, observations, EY phonics, communication and language, Environment.</p> <p>Create two-weekly action plans based on areas for development identified in the EY audit of provision and by AP during visits.</p> <p>One morning per week to monitor and evaluate provision in the EY.</p>	<p>End EY support from Entrust.</p> <p>EY lead training course: Improving Outcomes in Early Years Through Effective Leadership.</p> <p>Continue to create two-weekly action plans based on areas for development identified by AP during visits.</p>
1.15	<p>Teaching assistants and support staff are deployed effectively where there is the greatest need across the week.</p>	<p>TAs and support staff are deployed effectively across the whole school, access planning and lead the learning (where appropriate) for their pupil/group.</p> <p>Teachers Supported by the SENDO meet with and give clear direction to teaching assistants about interventions and target pupils.</p> <p>New staffing structure in place.</p>	<p>Develop a clear intervention timetable.</p> <p>Support staff report Summer pupil progress to TB, MD and SENDO.</p>
1.16	<p>Effective leadership and train whole staff (teachers and support staff) with current practices and strategies to support pupils with EAL</p>	<p>Whole staff EAL training from MEAS.</p> <p>Meet with EAL specialist for strategies to support pupils new to English and cascade to whole staff following EAL training.</p> <p>All EAL pupils assessed before/on entry to school to identify specific language and development needs</p>	<p>Organisation and planning of EAL provision for EYFS and KS1 led by a class teacher, TB and MD.</p> <p>Class teachers with 50% EAL pupils visit other schools where EAL provision is outstanding and implement good practices observed in their classes supported by TB and MD.</p> <p>Continue to assess EAL pupils before/on entry to school to</p>

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	<b>Aims</b>	<b>Actions Completed</b>	<b>Actions to complete</b>
		<p>Staff trained to identify and refer to MEAS service when concerns raised.</p> <p>½ day audit and support from Entrust.</p>	<p>identify specific language and development needs</p>
1.17	New leadership of SEND.	<p>SENDO applied onto the National SENDO Award Programme.</p> <p>SENDO creates an action plan and annual task planner of actions with mentor.</p> <p>SENDO meets with class teachers regarding support available and creating targets.</p> <p>SENDO observes other schools with outstanding SEND provision and create an action plan from best practice observed.</p> <p>SEND policy and information report created.</p> <p>SENDO oversees the creation of provision map for all pupils with SEN or on the monitoring list.</p> <p>SENIS teacher leads training for class teachers and TAs on plan-do-review pathway and target setting.</p> <p>SEN information report written.</p> <p>SEN Policy reviewed.</p>	<p>SEN Policy draft shared with parents for comment.</p> <p>SEN Policy ratified by governors.</p> <p>Boxall profile training for all staff</p> <p>Adapt TLP to passport for pupils with SEN and</p> <p>Accessibility plan created.</p> <p>Impact of interventions tracked and monitored through regular diagnostic learning walks with TB and MD and half-termly TA progress meetings.</p>
1.18	Strategy for the spending of pupil premium is externally reviewed and adapted in response	<p>Complete external review of Pupil Premium spending.</p> <p>Create strategy document.</p> <p>Share strategy document with governors.</p>	<p>Lead teacher and governor create action plan based on the findings of the Pupil Premium review.</p> <p>Review of strategy document and action plan.</p>

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	<b>Aims</b>	<b>Actions Completed</b>	<b>Actions to complete</b>
		<p>Strategy document shared on school website.</p> <p>New Pupil Premium lead teacher and governor.</p>	
1.19	Support NQTs, RQTs and inexperienced staff in their professional development	<p>TB and MD attend NQT mentor course so that school leaders are clear about the process and have the most up-to-date information.</p> <p>NQTs are registered on the Entrust NQT Manager system, are claimed on Secure Access and that all teachers have the correct qualifications to teach.</p> <p>Implement an induction and support programme for NQTs.</p> <p>Acquire the support from Entrust NQT Manager to quality assure and review the work of TB and MD.</p> <p>Meet with NQTs once a week to look at work in books, set targets, discuss learning and clarify next steps.</p>	<p>Continue to meet with RQTs and inexperienced staff every 2 weeks to look at work in books, set targets, discuss learning and clarify next steps.</p> <p>Continue to identify courses to develop knowledge, skills and understanding of NQTs, RQTs and inexperienced staff.</p> <p>Talk for writing course for Y1, Fireflies and Y2.</p>

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<b>Key Issue 3</b>	<p><b>Improve the quality of teaching and learning across the school, especially in reading, writing and mathematics by:</b></p> <ul style="list-style-type: none"> <li>■ ensuring all teachers have secure subject knowledge and use this to plan activities that are appropriate to the needs and abilities of the pupils in their classes</li> <li>■ making sure that teachers have sufficiently high expectations of what pupils can and should achieve and set tasks that are sufficiently demanding, especially for the most able pupils</li> <li>■ developing and implementing a whole school approach to the teaching of early reading, including phonics</li> <li>■ ensuring that teachers are accurate in their assessments of pupils’ progress and use this information to plan lessons and activities that are accurately matched to the abilities of the pupils</li> <li>■ developing opportunities for pupils to apply their mathematical skills and knowledge in problem-solving using reasoning</li> <li>■ extending opportunities for pupils to write independently and at length, both within English and across the curriculum</li> <li>■ ensuring that teaching assistants are used effectively to support learning within classes.</li> </ul>
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	Aims	Actions Completed	Actions to complete
3.1	Teachers are clear about ARE for their year group and class.	<p>Guide teachers through the Primary Curriculum and ensure they understand what is expected for their age group.</p> <p>Teachers to compare work samples in AUT 1, SPR1 and SPR 2 with work from equivalent year groups in partner school and discuss what they are seeing and how it compares.</p> <p>External moderation of writing.</p>	Teachers to compare work samples in SUM 1 and SUM 2 with work from equivalent year groups in partner school and discuss what they are seeing and how it compares.
3.2	Teachers can accurately assess work in English and Maths, and can use this to inform planning.	<p>Introduce common planning format to aid collaboration and support.</p> <p>Guide teachers through the Teacher Assessment Frameworks ensuring they understand what is expected for their age group.</p> <p>Show teachers how to carry out a gaps analysis of pupils’ work to assess what level they are actually working at.</p>	<p>Continue robust, quality assured tests.</p> <p>DH and DHT complete comparative judgement assessment of year 6 and year 2 writing in SUM, and scrutinise all classes writing, giving individual feedback to each teacher.</p> <p>Create TAF documents for English reading.</p>

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	Aims	Actions Completed	Actions to complete
		<p>Regular robust, quality assured tests.</p> <p>DH and DHT complete comparative judgement assessment of year 6 and year 2 writing and scrutinise all classes writing, giving individual feedback to each teacher.</p> <p>Develop bespoke TAF documents for English writing and maths.</p>	
3.3	Teachers understand the difference between Learning Objectives and activities.	<p>Staff meetings focus on LOs, SCs and Learning Journeys led by KM and TB.</p> <p>Meet teachers during PPA and assist them in creating appropriate learning objectives for sequences of lessons referring to primary curriculum.</p> <p>Monitor learning boards for LO , SC and activities, and use coaching during daily walk to respond immediately where appropriate.</p> <p>Memos and coaching records to support development of pedagogy.</p>	<p>Continue to support teachers during PPA and assist them in drawing up appropriate learning objectives for sequences of lessons.</p> <p>Continue to update memos and coaching records.</p>
3.4	Teachers can differentiate using the Gold/ Silver/ Bronze success criteria system.	<p>Meet teachers during PPA and assist them in creating appropriate success criteria for sequences of lessons.</p> <p>Monitor learning board for LO , SC and activities, and use coaching during daily walk to respond immediately where appropriate.</p>	Continue to update memos and coaching records.
3.5	Teachers plan activities that are well matched to intended learning objectives.	<p>Meet teachers during PPA and assist them in drawing up appropriate activities for sequences of lessons.</p> <p>Use coaching during daily walk to respond immediately where appropriate.</p>	<p>TB and MD review individual and sequences of lessons with teachers, alongside workbooks.</p> <p>Continue to train and direct teachers towards activities linked to objectives.</p>

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	Aims	Actions Completed	Actions to complete
		<p>Staff meetings and INSETs are used to address the most pressing T&amp;L priorities.</p> <p>Signpost teachers to effective resources.</p>	
3.6	Teachers can evaluate lessons against the learning needs of each pupil and use this to tailor planning for specific groups of pupils.	<p>Meet with teachers half-termly to discuss the progress of their pupils and what is needed for their next steps for individuals.</p> <p>Teachers tailor their planning to meet the specific needs of pupils.</p> <p>Carry out diagnostic learning walks and review of planning folders to ensure individuals are being supported and moved on in their learning.</p> <p>Review tasks set and levels of challenge, through books scrutiny, giving clear, targeted feedback.</p> <p>All pupils given individual targets to work towards in daily learning based on their current ability – shared with parents in termly reports.</p>	<p>Continue to support teachers to how they can tailor their planning to meet the specific needs of all pupils.</p> <p>Continue to review tasks set and levels of challenge, through books scrutiny, giving clear, targeted feedback.</p> <p>Use staff meetings to focus on levels of challenge for all pupils.</p>
3.7	Teachers apply the school’s marking and presentation policies consistently	<p>Staff meetings to ensure teachers understand the school’s marking and feedback policy.</p> <p>Look at books during regular diagnostic learning walks and challenge immediately if presentation policy is not being adhered to.</p> <p>Teachers expectations of quality presentation increased using policy, pen licences and good examples from pupils at Holy Rosary or other schools.</p>	<p>Monitor marking to ensure it is in line with the policy in writing, maths and RE.</p> <p>Ensure marking is in line with the policy in non-core subjects.</p> <p>Embed features of the marking policy so it impacts on learning.</p>

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	Aims	Actions Completed	Actions to complete
		<p>Teachers take samples of work to each PPA meeting and discuss marking.</p> <p>Review of marking policy.</p> <p>Implement marking policy.</p>	
3.8	The expectation of a piece of writing every day and at least one piece of quality extended piece every two weeks is evident in all classes.	<p>Teachers to bring samples of work to PPA meetings and quality and quantity reviewed.</p> <p>Look at books during regular diagnostic learning walks to check expectations are being met and challenge immediately if not.</p> <p>Check that 1 piece of writing is completed per day and that an extended/sustained piece is completed fortnightly.</p> <p>2 x teachers attended Talk for Writing course.</p>	Continue to monitor the quantity and quality of writing across the school.
3.9	Teacher’s move learning on rapidly based on their pupils needs with high quality delivery and pace.	<p>For teachers who need increased support, TB/MD to:</p> <ul style="list-style-type: none"> <li>- model parts of lessons - talk teachers through what they are seeing</li> <li>- jointly observe good teachers in partner schools – talk through with teachers what they are seeing</li> <li>- set two weekly targets for teachers to improve on their own teaching.</li> </ul>	Continue to support teachers who need increased support.
3.10	Address underperformance	Engage support of HR advisor in order to apply the school’s capability/disciplinary (as appropriate) policy in a correct and timely manner.	Continue to monitor and address underperformance.
3.11	Pupils are given strategies for learning spellings.	<p>Staff meeting on assertive mentoring to improve pupil spelling by progressing through stages – at home and at school.</p> <p>Review teaching of spelling in KS1/2.</p>	<p>Develop spelling strategies used within the school.</p> <p>Review whether assertive mentoring is being implemented effectively and having impact.</p>

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	Aims	Actions Completed	Actions to complete
		<p>Meet with teachers to review the ARE spelling expectations for their year/class.</p> <p>Check planning and pupils work to check how teachers address repeated spelling mistakes.</p>	<p>Continue to scrutinise planning and pupils work to check how teachers address repeated spelling mistakes.</p> <p>Check if individual spelling targets are being met.</p> <p>Monitor how teachers address repeated spelling mistakes, ensuring that they are addressed.</p>
3.12	The most able pupils are not challenged in every lesson.	<p>Teachers and TAs to attend ‘Talk-Less’ training.</p> <p>Memos to remind teachers of ‘Talk less’ reasoning and problem solving strategies, setting targets where appropriate.</p> <p>Introduce whiteboards across the school to aid challenge and engagement.</p> <p>Marking stations in maths to increase the challenge and pace of learning – teachers move pupils on when they are ready.</p> <p>Teachers set silver age related success criteria, with gold and platinum criteria aimed at an increased level of challenge to deepen understanding.</p> <p>Meet with individual teachers to review ‘Talk less’ reasoning and problem solving strategies.</p>	<p>Continue to use memos to remind teachers of ‘Talk less’ reasoning and problem solving strategies.</p> <p>Staff meeting to review ‘Talk less’ reasoning and problem solving strategies.</p> <p>Continue to address when levels of challenge are too low.</p> <p>Staff meetings to support teacher’s knowledge of appropriate challenge.</p>
3.13	Embed a consistent approach to the teaching of phonics.	<p>Create, implement and embed a systematic whole school approach to the teaching of phonics by introducing a set of non-negotiables:</p> <ul style="list-style-type: none"> <li>-Four part lesson</li> <li>-Teaching of sounds and formation</li> <li>-Displays</li> <li>-Sound buttons</li> </ul>	<p>Check the consistency of the displays, teaching of sounds and sound buttons.</p> <p>Continue to address and support the areas of specific need through coaching and memos.</p> <p>Continue to support structure and pace of session.</p>

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	Aims	Actions Completed	Actions to complete
		<p>Individual and specific areas of need identified and supported through coaching and memos.</p> <p>Phonics sessions timetabled every day.</p> <p>Audit of phonics provision across EYFS and KS2.</p> <p>INSET session based on four-part model.</p> <p>Deliver 10 week Phonics Programme for Parents.</p>	<p>Review audit to measure impact.</p> <p>Finish 10 week Phonics Programme for Parents.</p>
3.14	Staff have the relevant skills, resources and subject knowledge to teach phonics effectively.	<p>2 x phonic training (7 aspects, phases 1-5) for all school staff.</p> <p>External Audit of phonics provision.</p> <p>Staff pre-confidence survey before training.</p> <p>Drop-ins to support and coach phonics teaching and tasks set to enable good provision.</p> <p>Formal observations by AP (Entrust).</p> <p>1 x phonic training (phase 6) for all school staff.</p> <p>Staff post-confidence survey following training.</p> <p>Purchase resources to support phonics teaching – phonics pack.</p>	<p>Review audit of external phonics provision to measure the impact.</p> <p>Continue to drop-in to enable good provision.</p>

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	<b>Aims</b>	<b>Actions Completed</b>	<b>Actions to complete</b>
3.15	Increase opportunities for reasoning and problem solving in maths.	<p>Meet with teachers during PPA to support them with reasoning and problem solving ideas in maths.</p> <p>Purchase and distribute manipulatives and Maths-no problem textbooks to support teaching for mastery approach.</p> <p>Lunchtime sessions for KS1 and KS2 on use of manipulatives.</p> <p>Two teachers attend NCETM training for teaching mastery 1 x training session (February)</p>	<p>Staff meeting to train, support and direct teachers with reasoning and problem solving ideas in maths.</p> <p>Research and implement a Maths scheme for KS1.</p> <p>Model concrete, pictorial and abstract mathematical strategies.</p> <p>Apply for 2 teachers to take part in MathsHub Teacher Research Group to embed mastery approach.</p> <p>Two teachers attend NCETM training for teaching mastery 1 x training sessions (June)</p> <p>Teachers supported by TB lead staff meetings to cascade training and develop other teachers’ subject knowledge.</p>
3.16	Teaching assistants and support are used effectively deployed.	<p>TB/MD and SEND lead to analyse AUT summative data and implement support for specific children, explaining to teachers what has been implemented and why.</p> <p>Year 6 interventions focus led by TB, MD, class teachers and TAs.</p> <p>Teachers to analyse SPR TA and summative data and implement support for specific children, explaining what has been implemented and why.</p>	<p>Teachers to analyse SUM summative data and implement support for specific children, explaining what has been implemented and why.</p> <p>All TAs to deliver and implement an aspect of intervention including precision reading, precision maths and phonics interventions feeding progress data to TB/MD and SEND lead each half term.</p>
3.17	Teaching assistants and support staff knowledge and skills are developed.	<p>Open invitation to all staff meetings and training.</p> <p>TAs expected to attend specific staff meetings and INSET across the year.</p> <p>Targeted training for specific needs (EAL, SEND, Phonics and Attachment).</p>	<p>TAs trained based on recent EEF findings.</p> <p>Diagnostic learning walks assess the impact of TA training through the strategies being used and progress within the session.</p> <p>Performance management focuses on individual needs relate to whole school priorities on the Ofsted action plan.</p>

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**SUPPORT TEAM / OFSTED STRATEGIC BOARD**

	<b>Role: name</b>
Advisory	Commissioning Officer: Sara Cairns - EYFS/Phonics Support: Amanda Picken – Entrust: Tim Moss
TLA Consultants	SIP: Eilis Field - Partner school: Jayne McQuillan / Kay Methven
Governance	Chair of Governors: Cecilia Emery - Governors: Paula King / Carole Moran
OFSTED strategic board	Deputy Diocesan Director: Chris Maher - NLE: Martin Fitzwilliam

**Index of abbreviations**

<b>TB</b>	Timothy Brogan – Acting Headteacher	<b>OSB</b>	Ofsted Strategic Board
<b>MD</b>	Marie Dyche – Acting Deputy Headteacher	<b>EYFS</b>	Early years foundation stage
<b>EF</b>	Eilis Field – Assistant Diocesan Director	<b>KS</b>	Key stage
<b>JMc</b>	Jayna McQuillan – St. Edward’s Headteacher	<b>SEN</b>	Special educational needs
<b>KM</b>	Kay Methven – St. Edward’s Deputy Headteacher	<b>AfL</b>	Assessment for Learning
<b>CE</b>	Cecilia Emery – Chair of Governors	<b>LO</b>	Learning Objectives
<b>SC</b>	Sara Cairns – Entrust Commissioning Officer	<b>SC</b>	Success Criteria
<b>AP</b>	Amanda Picken – Entrust EY/Phonics Support	<b>BfL</b>	Behaviours for Learning
<b>EI</b>	Elaine Inns - HR Consultant	<b>C &amp; L</b>	Communication and language
<b>BH</b>	Becky Hill – Data analyst	<b>AM</b>	Assertive mentoring
<b>ST</b>	Sara Thomas – Holy Rosary EYFS Lead	<b>NQT</b>	Newly Qualified Teacher
<b>GM</b>	Gill Martin – Entrust NQT Manager	<b>RQT</b>	Recently Qualified Teacher
<b>LB</b>	Lynne Bennett – Pupil Premium Review	<b>KI</b>	Key Issue
		<b>PP</b>	Pupil Premium