

# Hawthorn Primary School Improvement Plan 2017 – 2018

Post Ofsted Inspection Report published 10/11/16

Monitoring Visit Report published 29/06/17

To be read alongside Pupil Premium Strategy and Review

(RAG rated **Red** = not achieved, **Amber** = partially achieved,  
**Green** = Achieved)



## Hawthorn Primary School : School Improvement Key Priorities 2016/17

Ofsted Priority : Leadership	Objectives of this plan
<b>Leadership requires improvement because school improvement plans are neither precise nor measurable enough.</b>	To ensure School Improvement Plan has clear lines of accountability, strict time frames and precise and detailed expected outcomes and impact.
<b>L1) Leadership requires improvement because teachers are not given feedback clearly states how they can improve their practice nor do they have targets that support and challenge.</b>	<p><b>L1a</b> To ensure observations are precise and targeted at teaching of children not reaching Expected levels (or Greater depth )</p> <p><b>L1b</b> Teachers performance management process will be robust and ensure targets are set that both support and challenge</p>
<b>L2) Leadership requires improvement because assessments were not accurate in all cases particularly in English.</b>	<p><b>L2</b> To ensure assessment and tracking of children’s progress is accurate in all classes</p>
<b>L3) Leadership requires improvement because there is not consistency in the quality of teaching and learning in Reception and KS1</b>	<p><b>L3</b> To ensure all classes demonstrate the same high standards of teaching and learning across the school.</p>
<b>L4) Leadership requires improvement because governors do not hold leaders and teachers robustly to account for the progress of all groups of pupils (including those with lower ability, the most able, the most able disadvantaged and those with special educational needs and/or disabilities.)</b>	<p><b>L4a - L5e</b> To maintain governors understanding of all their roles and responsibilities. To maintain Governors understanding of the strengths and areas needing improvement in the school To ensure governors continue to understand the impact of teaching, learning and assessment on the progress and attainment of pupils. To ensure governors continue to challenge as well as support leaders especially where there are variable outcomes for different groups.</p>

To ensure governors continue to evaluate how school finances including Pupil Premium are deployed

Priority : Teaching & Learning	Objectives of this plan
<p><b>T&amp;L1) Teaching and learning requires improvement because teachers do not always have high enough expectations of what pupils can do and achieve</b></p>	<p><b>T&amp;L1a</b> To ensure teachers have raised expectations of what pupils can achieve in KS1. This is still the area where this has been seen the least.</p>
<p><b>T&amp;L2) Teaching and learning requires improvement because teachers are not using accurate assessment information to plan learning opportunities that consistently meet the needs of all groups of pupils</b> (particularly those with lower ability, the most able, including the most able disadvantaged, and those with special educational needs and/or disabilities)</p>	<p><b>T&amp;L2a</b> To ensure every child is challenged to make outstanding progress from their starting points.  <b>T&amp;L2b</b> To ensure assessment and tracking of children’s progress is accurate in every class  <b>T&amp;L2c</b> To ensure standards improve in every class so that the proportion of pupils in each group (SEN, Disadvantaged etc.) in school reaching nationally expected standards or above to be at least in line with the national average in the 2018 outcomes at the end of KS2.  <b>T&amp;L2d</b> To ensure good progress of pupils from their starting points in all Key Stages including those with Pupil Premium funding.  <b>T&amp;L2e</b> To ensure the proportion of most able pupils (including disadvantaged pupils) reaching Greater Depth by the end of KS 1 and KS 2 will closely align with national averages.</p>
<p><b>T&amp;L3) Teaching and learning requires improvement because teachers are not ensuring all pupils read frequently and widely.</b></p>	<p><b>T&amp;L3a</b> To ensure the rapid development of early reading skills  <b>T&amp;L3b</b> To ensure children have greater opportunities to read with adults  <b>T&amp;L3c</b> To ensure the teaching of all elements of reading is of the highest quality across the school  <b>T&amp;L3d</b> To ensure there are opportunities for reading in every part of the school and the environment reflects the focus on reading.  <b>T&amp;L3e</b> To ensure parents are involved in the focus on Reading</p>
<p><b>Inspection Dashboard : Weaknesses</b> The current dashboard (March 2018) has areas to investigate for KS2 that are linked to progress and attainment that was above national averages.</p>	<p>As above</p>

## Additional priority

**Attendance dipped slightly in 2016/17 this must be improved to once again hit National Averages including all groups.**

- The attendance outcomes for all pupils (including disadvantaged pupils) in 2017 will be improved further.

## Monitoring, evaluation and review of this plan

The governing body will have the ultimate responsibility of assessing the impact of this action plan. The governing Body has set up Focus Groups to ensure that improvements are rapid and sustained (Attainment and Progress Focus group (with its 4 sub groups – Pupil Premium; SEN/Lower ability; Reading and KS1 & Reception) and Attendance Focus group). These groups will be the main source of gathering information. The Focus groups will engage with and consult a range of sources which will include:

- The local authority
- Headteacher
- School leadership team
- The teaching & learning responsibility team
- Class teachers and other staff members
- Pupils and their parents
- First-hand information gathered by governors

The Chair of the governing body with the headteacher will coordinate the work of Governor Committees to ensure clarity of purpose and avoid possible duplication. Committees will meet at least once every term to gather and evaluate information. They will examine a range of monitoring evidence gathered by the school or the local authority and carry out a thorough evaluation. They will then present their findings to the full governing body meeting each term.

The responsibility of assessing the impact of the key actions will remain with the lead mentioned in the plan.

The headteacher will have the ultimate responsibility of evaluating the impact of the action(s) taken. This will be achieved through a detailed examination of the evidence which is presented by the lead. She will arrange regular meetings with the key leads to ensure that the impact and progress are carefully tracked and reported to the governors.

Governors will hold the headteacher to account for the actions for which he is identified as the lead. The chair of governors will work with the local authority to ensure that the evaluation and review carried out by governors are effective for raising standards.

To ensure School Improvement Plan has clear lines of accountability, strict time frames and precise and detailed expected outcomes and impact.				
Action	Milestones	Expected Impact	Lead person	Evidence
All teachers to review class data to clearly identify those children who have not yet met the Expected standard	By 04/09/17 Regular end of term data capture	Target children are clearly identified. SLT know which children they will be focussing on for observations, book scrutiny etc.	HT/AHT	Minutes of pupil Progress meeting on 04/09/17
Pupil Progress meetings will set targets for each teacher that clearly state what percentage of pupils will reach Expected levels at the key milestones of Dec, April and July	By 11/09/17 Dec '17 March '18 PM Mid term reviews April/May '18	Each teacher will have clear numerical targets for each stage of the year. This will feed into Performance Management discussions and subsequent targets for the annual cycle and into the School Improvement Plan	HT	School Improvement plan will have clear targets for improvement
Pupils with identified SEN will have clear IEPs demonstrating interventions to be carried out in the Autumn, Spring and Summer Terms.	By 11/9/17	Every child with an identified Sen will have an IEP that states the interventions taking place as well as impact	SENCOs	IEPs for each child, these will be updated at least termly
Pupils who have not yet met expected standards but have no identified SEN as a barrier to learning will have clear interventions planned for the Autumn term.	By 11/9/17	Every child who has not met expected standards in previous year will have clear plan of interventions. Interventions for children identified at PPM will be monitored and reviewed to ensure progress. Target children progress monitored.	SLT JK	Plan for each child Data

Regular TLR meetings (every 2 weeks) will ensure all leads are feeding back to HT. Improved performance management monitoring of phase/subject leads (see L2b)	09/10/17	SLT have a shared understanding of progress towards SIP objectives and SEF		
Review of Improvement Plan	20/10/17	Progress towards SIP objectives can be monitored HT/COG will be able to plan future actions	HT/COG	RAG rating updated

## Monitoring

Review with Chair half termly and at AP/LA Representative meetings each term  
Reviewed at each full Governing Body Meeting half termly. This pattern will continue into 17/18

## Objective L1a

To ensure all feedback to teachers from all leaders will have clear action points to improve teaching and learning

Action	Milestones	Expected Impact	Lead person	Evidence
HT & SLT to review previous year's monitoring records.  Identified actions from Autumn/Spring observations used as a focus for Spring/Summer observations.	By 09/10/17  By 28.2.18  By 29.6.18	SLT recognises where feedback has not been likely to lead to improvements in teaching.  Lesson observations have a clearer focus and improvement points are made clear to staff.	HT/AHTs	Lesson obs. Feedback with actions Planning and progress meetings with specific pupil data led targets. Book scrutiny with strengths/areas for development indicated with clear action points for improvement and date for follow up

Once targeted children have been identified, and overall target groups discussed then observations will focus on specific interventions for targeted children whether they are PP, not yet achieving expected standard or SEN.	Initial observations completed by 20/10/17	Staff are clear about how/when observations will take place, and what the focus will be.	HT/AHTs	Observation Forms with clear development points and actions picking up previous actions.
Through shared learning walks and monitoring activities, develop SLT capacity to accurately identify areas for improvement and take effective actions to improve practice	18/9,25/9,20/11 book scrutiny RC/JB/RT 17/10,9/10 AP JB/RC/JD Wc 13/11 lesson obs  Feb 2018	LA visits confirm accuracy and rigour of monitoring judgements SLT can accurately articulate strengths and weaknesses in their areas of responsibility, and can evidence the impact of their actions	HT/AHTs	Link governor visits SLT termly monitoring summary meetings
SLT will feed back to teachers on precise interventions, that would make a difference to individual children	By 20/10/17 for first round of LO's Y3 support Autumn term KM (AFS) SLT/SG (AFS) 9/10 Pupil Progress Meetings March 2018	Teachers are provided with systematic and individualised support to improve the quality of their teaching skills, directly impacting on pupils' progress & achievement. 1:1 sessions with subject leads will ensure targets and support appropriate to children's needs.	HT/AHTs JK	Observation Forms with clear development points and actions picking up previous actions.
Achievement partner to carry out targeted observations to check SLT judgements.	May 2018	SLT judgements secure and feedback useful in moving teaching performance forward Moderated feedback to teachers	HT/AHTs LA Rep - ID	AP notes of visit/ reports to Governors
Head will report to governors each term about the quality of teaching observed. Governors will challenge Head and SLT regarding the level of support and challenge given to teachers.	19/10/17 FGB 12/12/17 FGB meeting Summer Teaching and Learning Committee	Governors are fully aware of the strengths and weaknesses of teaching and learning and what the SLT are doing about it.	JB/RT	Minutes of meetings;

## Monitoring

Achievement Partner/LA representative half termly  
Shared with Chair half-termly  
Reviewed at each full Governors termly

<b>L1b</b>				
Teachers performance management process will be robust and ensure targets set both support and challenge				
<b>Action</b>	<b>Milestones</b>	<b>Expected Impact</b>	<b>Lead person</b>	<b>Evidence</b>
Performance management interviews held with teachers focussing on targets agreed at pupil progress meetings and observations  Mid Year reviews	By 31.10.17  By 08/05/18	Targets for teachers will be challenging as well as supportive. Numerical targets set, based on previous attainment/progress, with due regard to National expectations.	HT	Performance management file
Performance management interviews held with teaching Assistants will also focus on supporting class teachers to achieve agreed targets.  Mid year reviews	By 11/12/17 By end of Autumn term  By 25/05/18	Staff clearly understand their contribution to pupil progress. Time limited interventions are evaluated with increasing use of pre/post assessments and designed to meet the needs individuals and groups.	HT/AHT	Perf. Mgt statements with pupil data
Data 2016-17 analysed to set end of year targets.	By 9 <sup>th</sup> September	Clear measureable targets to inform on-going progress meetings	HT/AHT	Perf. Mgt objectives Termly data analysis PP meeting notes
Feedback to Governors staffing committee	By 26/09/17 By 20/11/17 By July 2018	Governors are aware of level of challenge and support within teachers performance management process	HT/AHTs	Governors have the necessary information to hold SLT to account.



## Monitoring

Shared with Chair at meetings half-termly  
 Report by staffing committee given to full GB  
 Mid cycle PM meeting

### Objective L3a To ensure assessment and tracking of children's progress is accurate in all classes

Action	Milestones	Expected Impact	Lead person	Evidence
Work with LA to migrate current Hawthorn data onto LA pupil tracker. Staff meeting to share tracker with all staff	20/10/18  20/1118	Ability to track progress of individual pupils and/or groups  Class teachers begin to become familiar with the LA tracker	HT/AHT	SLT are able to set and analyse progress targets. Class teachers are aware of and starting to use data tracker.
Reception Baseline assessments moderated by Lesley Cook LA EYFS consultant and EYFS lead from Archibald First. Visit to AFS EYFs lead	28/11/ 2017  30/10/2017  New HT arrives Jan 18	Judgements of Baseline assessments are secure	HT/AHT	Notes of meeting Evidence supports baseline assessments.

Planning and progress meetings take place termly Work scrutiny carried out termly	4 <sup>th</sup> September 2017 4 <sup>th</sup> +5 <sup>th</sup> December 2017  April 2018 July 2018	Data analysis is supported by evidence in children's work across different subjects. Revised curriculum planning will create further opportunities to apply basic skills, providing further evidence for assessment.	HT/AHT	Data tracker Children's work Meeting notes
"Pupil can" statements reviewed with all staff at 1:1 meetings with English coordinator. Also GD requirements reviewed	19/09/17	Class teachers have clear standards against which to assess. Accurate assessment system leads to improved planning & teaching. English TLR moderation termly	English Lead	Statements available
Maths and English coordinators to carry out moderation in Reception class, Years 1, 3, 4 and 5 to ensure assessments are accurate	Termly	Teachers in these year groups will be confident with assessment judgements Valid accurate judgements of pupil achievement leading to improved planning. Maths and English Leads have overview of all phases long term planning based on sound evidence.	English and Maths Leads	Assessment data Consultant notes Evidence to support judgements.
Teachers carry out White Rose standardised Maths tests end of each term Question level analysis.  Years 3,4,5 NFER Reading assessments	December 2017 April 2018 July 2018 End of Spring and Summer	Teacher assessments are robust leading to focussed interventions to address specific learning needs.	AHT	Assessment data
Assessments completed and put on tracker. Progress towards end of Year targets assessed and recorded	By 8/12/17 Alongside termly assessments	Tracker is up to date and ready for analysis by the end of each term Moving toward use of LA pupil tracker	Class teachers	Trackers
Peer mentor (Archibald First EYFS lead) to take over support moderation of judgements in Reception	30 <sup>th</sup> October 2017 January 2018 April 2018 June 2018	Secure judgements in Reception agreed by outstanding practitioner.	Rec Teacher with Kelly Nelson EYFS coordinator Archibald	Teachers notes of visit
Lesley Cook LA EYFS consultant to moderate judgements in Reception	28/11/17 April 2018 June 2018	Secure judgements in Reception agreed by LA consultant/ lead moderator	English Lead	Minutes of meetings;

## Monitoring

All evidence shared with Chair meetings half-termly from Reviewed at each full Governors meeting  
 Planning and progress meetings  
 Termly notes of visit from AFS EYFS lead and Lesley Cook  
 Work scrutiny report

Lesson observations

<b>Objective L3</b> To ensure all classes demonstrate the same high standards of teaching and learning across the school. (See also <b>L2b</b> )				
<b>Action</b>	<b>Milestones</b>	<b>Expected Impact</b>	<b>Lead person</b>	<b>Evidence</b>
<p>Request support from Teaching School (WJPS) and NLE Gary Wallis-Clarke There is some money left for this work – which would usefully be used via Archibald to support KS1</p> <p>Opportunities for teachers to visit other settings including Archibald First School TLR for KS1 to work with Archibald KS1 lead (also LA moderator for Y2 SAT’s)</p> <p>Opportunities for staff to visit other Good/Outstanding schools within the WEST trust</p>	<p>Notified successful 13.1.17</p> <p>October 2017 EYFS lead and KS1 lead to meet Hawthorn staff</p> <p>April 2018</p>	<p>Teaching School will provide or broker additional support for school leaders and class teachers, an affiliation with a different setting will assist in teachers’ raised expectations.</p> <p>Support for R, Y1 and Y3 by staff from AFS</p> <p>Opportunity to observe different teaching styles. Challenge for most able pupils Strategies to promote independence in lessons. Evaluated learning from visits evident in Performance Management reviews</p>	HT	<p>Lesson observations and drop in will show variation of approaches. Children’s work will show challenge opportunities and application of skills</p>
<p>Formal lesson observations with specific focus taken from Ofsted areas for improvement and individual teacher targets.</p>	<p>Autumn term Spring Term Summer Term</p>	<p>Increasingly consistent teaching resulting in improved out comes for all children. Summary sheet of Observations, drop in, book scrutiny.</p>	HT/AHTs	As above
<p>Feedback relating to specific focus of lesson observations</p>	<p>Following above</p>	<p>Teachers clear about areas of strength and areas for further development Moderation through LA visits confirms accuracy of feedback</p>	HT/AHTs	<p>Written feedback to teachers. Teachers response to actions.</p>
<p>Ad-hoc drop in to classes by members of SLT</p>	<p>On-going</p>	<p>Maintain focus on quality first teaching Drop in confirms consistency of standards and implantation of new strategies and initiatives</p>	HT/AHT/SLT	<p>Improved outcomes-data and children’s work</p>

And targeted pupil interviews	May 2018	Pupil voice is clear and the engagement of children in new initiatives linked to learning is established.		
Children actively involved and challenged appropriately in lessons.	On-going Training Day 16.4.18	Behaviour for learning supports positive outcomes for all groups. In lessons, the vast majority of pupils use a range of methods to improve their work independently. Evidence from lesson observations will demonstrate range of strategies used by pupils.	Class teachers	Standards continue to rise. Children show enjoyment and application in lessons.
Support staff well deployed to support groups and individual pupils in lessons.	Autumn term 17 Spring 18 Summer 18	The majority of pupils achieved desired outcomes in lessons. Pupil interviews and book scrutiny confirm appropriate challenge for prior learning, particularly for the highest and lowest attaining groups. New literacy planning – clearly identified deployment of TA.	Class teachers plan for effective use of TA.	Clear differentiation to ensure appropriate challenge
Continue peer to peer support from Archibald First School providing support from: <ul style="list-style-type: none"> <li>outstanding EYFS lead</li> <li>Experienced Y1 teacher</li> <li>Experienced Year 3 teacher</li> </ul>	Autumn Spring Summer	Having a practitioner share good practice and support identified teachers: Reception – moderation of assessments Year 1/3 – planning, curriculum knowledge, teaching support, moderation of assessments.	HT Julia Bayes	Identified teachers are well supported
Pupil Progress meetings – staff to analyse class data and bring information to these meetings. Individual progress will be discussed and strategies developed for teaching. Target pupils identified.	By 05/09/17 By 08/12/17 By 29/03/18 By 13/07/18	Teachers will be clear about the performance of individuals and groups within their class. Planning and children’s work will show challenge and evidence of accelerated progress. Effective use made of TA in lessons/delivering specific interventions.	HT/AHT	Teacher’s planning. Evaluation of interventions

### Monitoring

SLT to carry out targeted observations and Report to Achievement Partner and Chair meetings half-termly reported to GB along with Post Ofsted actions report  
Planning and work scrutiny to evidence focussed planning, identified target children and appropriate support and challenge

<b>Objective T&amp;L1a</b> To ensure teachers have raised expectations of what pupils can achieve (See also L3a)				
<b>Action</b>	<b>Milestones</b>	<b>Impact</b>	<b>Lead person</b>	<b>Evidence</b>
Provide opportunities for staff to visit other school to observe teaching and pupils work	Autumn term	Pupil outcomes will show improvement	HT/AHT	Book scrutiny Data tracker will show progress
External moderation to support TLR judgements	Autumn Term Spring Term Summer Term	A higher percentage of pupils achieve GDS	HT/AHT	Notes of visit Data tracker
1:1 English meetings	WC 18/9, 2/10, 6/11, 20/11, 11/12, 17/10, 12/3, 26/3, 30/4, 25/6	Teachers understand expectations of the English curriculum.	English Lead	Notes of meetings. Data tracker
1:1 SENDCo re English interventions		Teachers of pupils with additional needs are supported to provide appropriate English interventions.	SENDCO	
1:1 maths meetings	WC 9/10 WC 17/10 Staff meeting 9/10	Teachers understand expectations of the maths curriculum.	Maths Lead	Notes of meetings. Data tracker
Non-negotiables documents provided for Planning/teaching Presentation/marketing & feedback	13/11/17	Clear, high expectations set out for all staff. Clear focus for book scrutiny and lesson observations/pupil interviews.	HT	Staff meeting Teachers planning
As L3				
<b>Monitoring</b>				
SLT to aggregate observations termly to assess progress, report to Achievement Partner and chair at meetings termly from 9/12/16 Data reported termly to Governors via Position Statements				

**Objective (Also see L4a) T&L2a** To ensure every child is challenged to make outstanding progress from their starting points. **(Also see T&L1a)**  
**T&L2b** To ensure assessment and tracking of children’s progress is accurate in every class **(Also see L3a)**  
**T&L2c** To ensure standards improve in every class so that the proportion of pupils in each group (SEN, Disadvantaged etc) in school reaching nationally expected standards or above to be at least in line with the national average in the 2017 outcomes at the end of Reception, KS 1 (including the Year 1 phonics check), and KS2.  
**T&L2d** To ensure good progress of pupils from their starting points in all Key Stages including those with Pupil premium funding.  
**T&L2e** To ensure the proportion of most able pupils (including disadvantaged pupils) reaching Greater Depth by the end of KS 1 and KS 2 will more closely align with national averages.

Action	Milestones	Expected Impact	Lead person	Evidence
Actions identified in previous sections.				

**Monitoring**  
 Reports to AP termly, to Chair half termly and Data reported to full Governing Body Meeting each term via Position Statements. SEN report annually

**Objective (See L3a)T&L3a**To ensure the rapid development of early reading skills  
**T&L3b**To ensure children have greater opportunities to read with adults  
**T&L3c**To ensure the teaching of all elements of reading is of the highest quality across the school  
**T&L3d** To ensure there are opportunities for reading in every part of the school and the environment reflects the focus on reading.  
**T&L3e**To ensure parents are involved in the focus on Reading

Action	Milestones	Expected Impact	Lead person	Evidence
Reading non-negotiables developed across the school.	End of Autumn 2017	Targeted support for individual children.	English Lead	Intervention monitoring
Whole class reading –ensure key areas of reading are targeted (inference, prediction, summarising)	WC 20/11/17	Guided reading observations ensure focus on target key areas of reading	English Lead	English monitoring
Work scrutiny ensures that reading elements of English units are covered.	04/09/17 4&5 <sup>th</sup> /12/17 June 2018	Children are exposed to a wider range of texts and reading strategies.	English Lead	1:1 planning meetings
Monitor reading assessments to ensure consistency of judgements	Autumn 17 Spring 18 (Years R, 1, 2, 6)	Moderation of assessments will confirm or challenge teacher’s judgements, increasing accountability.	English Lead/Trust teachers	Monitoring file

	Summer 18			
Reading club for KS1 and KS2  Year 6 Booster sessions for target children	Started Sept 17-July 2018  Easter 2018	Further opportunities for parents to read with their children. Parent stay and read sessions organised in Reception and KS1.	English Lead	Club. Parent questionnaire
Purchase of high interest/lower RA books for identified children, including ARC. Project X, Project X Code	October 2017	More children will develop a love of reading and able to access appropriate reading materials in school.	HT	Reading records.

### Monitoring

Shared with Chair -termly from  
Governors Focus groups tasked with monitoring evidence and reporting back to GB

**Objective Attendance** Although Attendance has risen last year to 96% we are committed to making sure there is no let-up in the determination to have all children in school every day! We still have some children coming in late regularly and we will be working hard to make sure that this stops.

Action	Milestones	Expected Impact	Lead person	Evidence
Attendance officer employed every morning. First day response by telephone and then follow up visit on the same day if no phone contact possible. Data analysis, and all statutory work carried out. Traffic light system used for all children so they all know which "zone" they are in.  Weekly meetings between Attendance officer and Admin/Head/Family Support co-ordinator	Half termly analysis of attendance data including all vulnerable groups  End of each half term	Attendance targets set using data from Attendance Officer: 96% attendance overall 96% PP 96% SEN 9% PA overall  Attendance improves and is at or above national expectations.	Family Support Coordinator, Attendance officer and Admin officer	Class trackers (which include attendance)
Attendance workshops for Reception class - all personnel involved so parents know everyone involved.				

<p>Continue incentives for 100% attendance and no late marks. Wristbands for KS1, certificates for KS2 100%. Additional certificates for improved attendance, <b>Weekly class trophy presented in front of parents on Fridays.</b> <b>Attendance class display in hall for maximum visibility.</b> Rewards half termly and termly for parents –to give them a personal incentive.</p>	<p>Ongoing</p>	<p>Children are aware of progress towards attendance targets.</p>		
<p><b>AO and FSC to work closely with targeted parents to support them in getting children to school and on time.</b> Make sure link is made to all stakeholders between attendance and attainment. Tracking systems to be very clear. Governors committee to continue to evaluate impact of interventions with regard to Attendance</p>	<p>Termly parent evenings.</p>	<p>Parenting contracts help to hold parents to account for their children’s attendance.</p>		
<p><b>Monitoring</b></p>				
<p>Shared with Chair meetings half-termly Governors Attendance Focus Group will interrogate data and evaluate impact Reviewed at each full Governing Body Meeting half termly. This pattern will continue into 17/18</p>				