

ORCHARD MEADOW PRIMARY SCHOOL



URN: 139257

School Inspection Number: 10019918

Date of Inspection: 12-13 October 2016

Blackbird Academy Trust Sponsor Statement of Action in response to Ofsted Special Measures judgement in October 2016



THE BLACKBIRD
ACADEMY TRUST

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE (OFSTED REPORT, October 2016)

Improve leadership at all levels by:

1. monitoring the quality of teaching and pupils' learning more rigorously and providing focused feedback, support and challenge to teachers
2. analysing outcomes for different groups of pupils, tracking their progress and taking prompt action to support those who are falling behind, particularly pupils who are disadvantaged and the most able
3. developing the role of subject leaders to identify priorities and lead improvements
4. providing a rich, relevant, broad and balanced curriculum
5. ensuring that the interim executive board has the information it needs to systematically challenge and support school leaders and hold them to account for securing the necessary improvements to teaching and outcomes.

Improve teaching, learning and assessment, especially in Years 1 to 3, by:

1. raising teachers' expectations of the standards pupils can achieve
2. making effective use of assessment to set tasks that challenge pupils to make good progress from different starting points
3. stretching the most able pupils so that more exceed expectations for their age
4. ensuring that teachers' feedback helps pupils to understand how to improve their work
5. training and using teaching assistants effectively so that they have a positive impact on pupils' learning.

Improve behaviour, welfare and personal development by:

1. using a consistent and effective approach to promoting good behaviour and self-discipline
2. ensuring that pupils attend school regularly, in particular reducing significantly the proportion of pupils that miss school frequently, especially disadvantaged pupils, and those who have special educational needs and/or disabilities
3. keeping the impact of the nurture provision on improving the behaviour and wellbeing of targeted pupils under review
4. providing pupils with rich and varied opportunities that effectively promote their spiritual, moral, social and cultural development and prepare them for life in modern Britain.

Improve pupils' achievement by:

1. setting targets that significantly raise everybody's expectations of the progress pupils can and should make
2. reviewing how effectively reading, including phonics, is taught
3. ensuring that pupils have sufficient opportunities to develop and apply their thinking and problem-solving and writing skills.

A further external review of the school's use of the pupil premium funding was recommended in the report. However, it is the Trust's view that the review in March 2015 was not fully implemented and that this should form the basis of work to improve outcomes for these children. This view was supported by Alison Barby (HMI) on discussion.

THE STATEMENT OF ACTION

The key objective is that Orchard Meadow School -is removed from Special Measures by July 2018.

SUPPORT PROVIDED FROM OTHER TRUST SCHOOLS AND EXTERNALLY

To secure the rapid improvement of the academy the Senior Leadership team will work closely with Trustees, IEB members, other schools in the Trust and outside providers.

Sponsor Support

- **The Dragon School**
Curriculum enrichment
Providing models of good practice
- **Hamilton Trust**
Developing and supporting Maths subject leadership
Whole staff training in maths teaching and learning
- **Family Links**
Whole staff training in behaviour management
Developing the resilience of learners
Supporting the implementation of the Relationships and Behaviour policy

Blackbird Academy Trust

- Maths subject leadership support from Pegasus School
- Improving standards in writing in Year 6 from Windale School
- Cross-school moderation in all phases
- Close liaison between Headteachers

Other Support

Achievement for All (Achievement for All (AfA)- is the leading deliverer of educational improvement to the lowest 20% achieving children and young people in any setting.)

- Coaching to improve teaching
- Using assessment to inform teaching and learning
- Strengthening leadership capacity

The objectives recorded in the Statement of Action are broken down further each half term and given weekly deadlines in a Key Priority Plan (KPP). This is a working document which is amended and reviewed by the SLT on a weekly basis, enabling action to be responsive and immediate. The updated KPP is monitored and challenged by the IEB at their monthly meeting.

Our School Improvement objectives and progress towards them are communicated to the school community via a monthly Newsletter. A Parent Forum Meeting is organised for Parents each half term to discuss key school issues and involve parents in decision making. The most recent in December 2016 gave parents an opportunity to ask questions about the Ofsted 2016 outcome.

SUMMARY OF INTENDED OUTCOMES

Effectiveness of Leadership and Management

- Attainment and progress of pupils improves significantly because leadership, at all levels, has a demonstrable impact
- *Teaching improves via feedback, coaching and challenge*
- *Monitoring of teaching and learning is effective in ensuring that all learning is at least good*
- *Assessment data is accurate and reliable, and is interrogated at all levels to inform and evaluate strategies to secure higher standards of teaching and learning*
- *Monitoring of improvement strategies for impact provides Leaders, including Trustees and the IEB, with accurate and evaluative information to enable them to hold the school to account*
- *The curriculum is imaginative, engaging, and exciting and contributes significantly to pupils' overall development, including preparing them for life in modern Britain.*
- *Subject Leaders are confident and effective in leading their subject, and thereby developing further leadership capacity.*
- *Governors are effective in their role, enabled by accurate and timely information.*

Quality of Teaching, Learning and Assessment

- *Teaching improves over time in all subjects, but particularly in reading, phonics, writing and maths, and is consistently good. As a consequence of good teaching, all pupils, including those who have special educational needs, disadvantaged pupils, more-able pupils, and pupils in receipt of Pupil Premium, make good progress at rates that exceed national rates of progress.*
- *Teachers have high expectations.*
- *Teachers use assessment information confidently in order to plan and teach lessons that are challenging, engaging and motivating for all groups of pupils, including the more able*
- *Feedback to pupils is well-targeted to meet individual needs, and enables pupils to act on guidance in order to make improvement*
- *Teaching assistants have a measurable positive impact on the behaviour and learning of the pupils with whom they work*

Personal Development, Behaviour and Welfare

- *Pupils demonstrate good behaviour and self-discipline as a consequence of the consistent application of agreed policies and practices*
- *Attendance is at least in line with national averages, and in particular for disadvantaged groups, including those with special educational needs and disabilities*
- *The broad and balanced curriculum provides a wide range of rich experiences for pupils related to their spiritual, moral, social and cultural development. It enables them to apply their learning across subjects.*
- *Strategies for improving pupils' behaviour are effective and secure good learning (struggled to read this one so rewrote it!)*
- *The curriculum and environment provides opportunities to develop pupils' spiritual, moral, social and cultural values and attitudes*

Outcomes for Pupils

- *Pupils' rates of progress are at least good, so that from their low starting points they close the gap, and reach at least Age Related Expectations by the end of year*
- *Pupils demonstrate resilience in their learning, and demonstrate good application of thinking, problem-solving and writing skills*
- *Pupils make good progress in phonics and achieve at least in line with national expectations*

PART B: ACTION PLAN (September 2016 to July 2018)

Priority 1: Improve leadership at all levels					
Success criteria					
<ol style="list-style-type: none"> 1. 100% of children make expected or better progress in reading, writing and Maths. Where this is not the case, the learning journey of those children can be described and evidenced. This is made possible because leadership at all levels is good or better and is having demonstrable impact. 2. The IEB hold senior leaders constructively to account. 3. Trustees, IEB members, parents/carers and community are involved in school improvement. 4. Communication of school information improves, particularly to promote parental involvement. 5. The SLT evaluates the impact of strategies used to raise the achievement of all children and takes action quickly if change is needed. 6. Leadership capacity is increased through recruitment and training of leaders at all levels, who understand what their role is in school improvement and the actions they are required to take. 					
Objective (from report)	What do we want?	How will we do it?	Date to start	Who?	Monitoring/Evidence
Develop the role of subject leaders to identify priorities and lead improvement.	Increased capacity of leadership. Subject leaders receive training and support that enables them to undertake their responsibilities with skill and confidence.	<p><i>Middle Leadership training for subject leaders from AfA and senior leaders :-</i></p> <ul style="list-style-type: none"> • <i>Roles & Responsibilities</i> • <i>Curriculum & Assessment</i> • <i>Subject Knowledge</i> • <i>Support of others</i> • <i>Management of curriculum</i> <p>Modelling of what is required by SLT via regular SL meetings.</p>	Dec 2016	AFA CG	Training evaluations Subject leader folders KPP sections for subject development
	A high calibre, substantive DHT.	<p>Recruit by :-</p> <ul style="list-style-type: none"> • Advertising nationally, locally and overseas • Providing high quality information to candidates • Offering a competitive salary. <p>Weekly SLT meetings to ensure improvement objectives are on track</p>	Sep 2017	CG/IEB	Recruitment pack DHT appointed for September 2017.

Provide a rich, relevant, broad and balanced curriculum		<p>but enable quick response to any emerging needs.</p> <p>Review of the BAT curriculum map in relation to its use at OM. Ensure coverage is explicitly planned to ensure breadth, balance and coverage and relevance.</p>			<p>SLT minutes</p> <p>OM curriculum map</p>
The interim executive board has the information it needs to challenge and support school leaders and hold them to account for securing the necessary improvements to teaching and outcomes.	<p>Trustees/IEB members to be actively involved in the monitoring programme for school improvement.</p> <p>The IEB have accurate, timely information that they use with confidence.</p>	<p>IEB members attached to Year groups and make regular classroom visits with an agreed focus.</p> <p>IEB members take part in the monitoring of the Marking and Presentation for their year group through book scrutiny.</p> <p>Termly pupil assessment data analysed and evaluated at IEB meetings (by cohort, class, and vulnerable groups).</p> <p>IEB consider quality of learning taking place based on</p> <ul style="list-style-type: none"> • Lesson observation feedback • Teacher self-assessment • Children's outcomes • Quality of learning environment • Behaviour <p>Behaviour and attendance data reported Monthly.</p>	<p>Sept 2016</p> <p>Jan 2017</p> <p>Sept 2016 and termly</p> <p>Sept 2016 and termly</p> <p>Sept 2016 and monthly</p>	Trustees/IEB	<p>Monitoring records</p> <p>IEB Visit Records</p> <p>Minutes of IEB Minutes</p> <p>Attendance reports</p> <p>Behaviour incident Summary</p> <p>Quality of learning summary</p>
	The IEB hold senior leaders constructively to account.	Termly Key Priority Plans provide SLT and IEB with clear strategies for improvement with tight deadlines. It	Sept 207 and termly	IEB	<p>Key Priority Plan</p> <p>IEB Minutes</p>

		acts as a stimulus for searching questions. Appraisal procedures and practice focuses on securing improvement in outcomes and are linked to the KPP.	Oct 2016	SLT	Appraisal records
Programme of support and challenge for individual teachers leads to improvement in quality of teaching	Establish a robust schedule of development activities designed to rapidly improve teaching based on the needs of individual staff.	<ul style="list-style-type: none"> Establish a staff meeting and training programme based on priorities for all staff. Individual teaching improvement plans in place for all staff. Schedule for self and peer assessment, supported by coaching from AfA and SLT. Collate the outcomes from the above activities, rag rated to enable progress to be monitored quickly and effectively. 	Sept 207 and termly	SLT AFA	Training schedule Individual Teacher plans Self assessment Quality of Teaching summary
Prompt action taken to secure good progress for pupils falling behind, particularly pupils who are disadvantaged and the most able	For 100% of children to make expected or better progress in reading, writing, maths and GPS. Where this is not the case, the learning journey of those children can be described and evidenced. Effective SEND support is in place for all year groups Appropriate challenge is provided for all children with close attention paid to children who work at greater depth.	Progress of children scrutinised through termly analysis of assessment data and pupil Progress meetings. Information gained will guide intervention activities for targeted individuals/groups.	Sept 207 and termly	SLT Subject leaders AfA	Data Pupil progress records Intervention plans

Early Years provision to be judged good.	To ensure leadership in EY remains stable and recent improvements sustained. The quality of Teaching throughout EYFS continues to improve	AHT and DHT to lead EYFS improvements in liaison with AFA. Specific coaching for EYFS teachers to improve quality of teaching led by AHT.	July 2017	AHT DHT	Training schedule Individual Teacher plans Self-assessment Quality of Teaching summary
Funding for PP is used effectively to raise standards	Effective support in place for PP to enable them to close the gap with peers nationally.	Implement fully the recommendations of the PP review undertaken in March 2015. Please see specific plan.	Nov 2016	IEB Chair SLT	PP review and action plan for 2016-17
Improved partnership with parents enables them to support their children's learning and feel informed.	Parents feel informed on how school is improving. For parents to be consulted on changes in school. For parents to be given access to information to help them with their children's learning. For parents to have greater information about how their children are doing.	Termly Parent Forum meeting with a focus for discussion. New policies sent to parents when appropriate for comment. Workshops to be set up for parents including reading, maths, e-safety. Introduce a new reporting structure which means parents will get a regular (x3 per year) feedback on progress, behaviours for learning and how they can support at home.	Sept 2016 Nov 2016 Ongoing Feb 2017	SLT CTs Subject Leaders	Notes from Parent Forum meetings. Feedback from consultations Workshop presentation notes. Reports to parents.

Priority 2: Improve quality of teaching and learning, especially years 1-3

Success criteria

1. staff to be able to articulate what good teaching and learning looks like and consistently demonstrate it (planning, marking, assessment, use of TAs, display and children's work).
2. all staff to be able to make accurate judgments about progress and plan accordingly.
3. staff to demonstrate good subject knowledge and where there are weaknesses take pro-active steps to address it with support.
4. staff to know the progress being made by groups and individuals within their class and how this has been impacted by teaching.
5. a provision map/IEP to be in place for each SEND child to be reviewed half termly.
6. intervention to be planned and delivered, led by the class teacher for children who require extra support (EAL, MA)

Objective	What do we want?	How will we do it?	Date to start	Who?	Evidence/monitoring
Raise teachers' expectations of the standards pupils can achieve.	Teaching to be of a consistently good or better standard.	All staff undertake training to include:- <ul style="list-style-type: none"> • Marking and Feedback • Presentation and Handwriting • Planning/ Assessment • Differentiation • SEND expectations • Early Years Principles (as applicable) • Teaching reading, writing, phonics and problem solving. 	Sept 2016	SLT CTs	Training schedule Progress data Summary of quality of teaching summary. Classroom environment to demonstrate high expectations.
	Teaching to demonstrate high expectations. Planning is consistent and of high quality to meet needs of all learners. Children to make good progress or better and for them to perform in line with ARE.	Teachers to take part in moderation activities both internal and external. Teachers to have the opportunity to visit other teachers and schools to see good practice.	Oct 2017 and termly 2016/17 2017/18	BAT Schools AFA	

Planning is effective and aids rapid progress.	Ensure staff plan LO, Starter, differentiated main with emphasis on challenge, plenaries and extension as a minimum expectation using agreed formats.	For improvement in planning to appear in the Individual teacher improvement plans where appropriate. For teachers to receive training on planning for challenge. For teachers to receive feedback on their planning and support to improve where appropriate.	Dec 2016 Nov 2016 Termly	SLT CTs AFA	Planning samples and scrutiny. Individual teacher improvement plans Training schedule
Effective use is made of assessment and feedback to set tasks that challenge pupils to make good progress from different starting points	Teachers know their children well. Teachers are confident in their use of TT and their subject knowledge to identify next steps. Assessment of pupil progress and attainment is accurate, and validated by external sources. Termly pupil progress data has greater reliability and validity. Teachers provide timely and useful feedback to children.	Initial training for teacher new to TT. Ongoing training/support from an experienced staff member on use of TT to continue the development of it's use. Inclusion of Individual Teacher Improvement Plans as appropriate. Specific subject knowledge training to include:- <ul style="list-style-type: none">• Phonics• Reading• Hamilton Maths Termly moderation meetings across BAT and validation via AFA. Rigorous monitoring of feedback to children, information given to staff and acted upon.	Aut 16 Spring 17 Summer 17 Aut 17 Spring 18 Sum 18	SLT CTs Bat Schools AFA	Training schedule Individual Teacher Improvement Plans Moderation evidence Improved rates of progress Book scrutiny records
Ensure that the most able pupils exceed	The needs of More Able children are met.	Produce a clear policy for More Able (MA) children.	Aut 16	SLT CTs	Planning samples and scrutiny. Data

<p>expectations for their age.</p>	<p>Staff are clear about the pupils who are most able in their classes.</p> <p>By July 2018, for approx. 25% of our children to be working at Greater Depth.</p>	<p>Planning shows differentiated learning tasks that are challenging, open-ended and require critical thinking.</p> <p>Specific interventions are planned to enable MA children to learn/work at greater depth.</p>	<p>Spring 17</p> <p>Summer 17</p> <p>Aut 17</p> <p>Spring 18</p> <p>Sum 18</p>	<p>BAT Schools</p> <p>AFA</p>	
<p>Teaching Assistants increase the impact that they have on progress.</p>	<p>Attainment and progress of all children to improve in line with national.</p>	<p>Identify training needs via Appraisal.</p> <p>Provision of training to meet group and individual needs.</p> <p>Focus on the effectiveness of TA practice in lesson observations. Feedback to TAs.</p>	<p>Nov 2016</p> <p>Termly</p> <p>Termly</p>	<p>TAs</p> <p>SLT</p>	<p>Classroom observation data indicates TA role increasingly effective</p> <p>Attainment and progress Pupils with SEN, who are supported by TAs, are closing the gaps with peers nationally.</p>

Priority 3: Improve behaviour, welfare and personal development

Success criteria

1. All children have high standards in their behaviour, work produced and environment.
2. Behaviour is of a high standard in all classes, enabled by consistent application of policy and procedure by all staff.
3. Attendance is in line with National or better.
4. All children experience, develop and use the agreed school values to enhance their own wellbeing and that of others.

Objective (Ofsted)	What do we want?	How will we do it?	Date to start	Who?	Evidence/monitoring Impact evidence
Secure high standards of behaviour and self-discipline	Staff to be confident and consistent in the application of the Relationships and Behaviour policy.	Staff set high expectations through consistent application of the and behaviour policy, enforce routines and expectations consistently.	Ongoing	All staff	Behaviour Incident log Summary of the quality of teaching. IEB minutes
	All children to have high standards for their behaviour, work produced and environment.	All staff to receive training on the Relationships policy and expectations in term of CT accountability and management of behaviour. Initial input from HT followed by in depth Family Links training and targeted on-going support.	Sept 2016	HT	
	Behaviour to be of a high standard in all classes, enabled by consistent application of policy and procedure by all staff.	Ensure 'Do statements', House point charts and behaviour ladder are in place and used as a strategy to reward good behaviour.	Nov 2016	All staff	
	Incidents of poor behaviour reduce over time.	Development and implementation of a circle time programme as part of the assembly schedule to focus on the development of resilience and conflict management.	Sept 2016	SLT	
Continue the development of proactive approaches to improving the	High quality provision that enables children who find learning in a large busy classroom	Develop the Willows (Nurture Group) All pupils with specific needs identified, clear individual plans of support in place, and data	Oct 2016	HT	IEB minutes Behaviour incident logs Boxall profiles

<p>behaviour of specific children whose social and emotional vulnerabilities are significantly impacting on their learning and that of others.</p>	<p>challenging the ability to learn.</p> <p>Enable children to develop the skills to enable them to learn in their class alongside their peers as soon as possible.</p> <p>Reduce exclusions.</p>	<p>shows positive impact on behaviour and progress</p> <p>Training for staff including NG approaches, Boxalls, curriculum, assessment.</p> <ul style="list-style-type: none"> • Referral process in place for teachers to identify at risk pupils • Reintegration programmes for individuals • Engage actively with external agencies, families etc for the most vulnerable? • Evaluation of impact of NG. 	<p>Nov 2016</p> <p>Jan 2017</p> <p>Ongoing</p> <p>Termly</p>		
<p>Children develop socially, morally, spirituality and culturally through a varied and rich curriculum.</p>	<p>Children understand the school values and how they underpin good choices.</p> <p>Children have the opportunity to explore and learn about a variety of faiths.</p> <p>Children learn about a variety of celebrations and events linked to faith and culture.</p> <p>Children develop a sense of pride and belonging to</p>	<p>Develop an agreed set of school values to underpin behaviour expectations.</p> <p>Create a termly Collective Worship schedule that reflects a variety of school values, British values, school issues and religious and cultural events.</p> <p>Agree a set of celebration days that reflect the main faiths at OM. Divali, Christmas, Easter, Eid etc .</p> <p>Timetable three days per term to celebrate our languages and ethnic diversity.</p> <p>Continue to provide a broad residential programme which supports learning but allows children to experience being away from home on holiday.</p>	<p>Sept 2016</p> <p>Jan 2017</p> <p>Sept 2017</p> <p>June 2017</p> <p>2017-18</p>	<p>Children, staff, IEB and parents.</p>	<p>SMSC is mapped throughout long term mapping.</p> <p>School Council minutes</p> <p>IEB minutes</p> <p>Assembly schedule</p>

	<p>the school and community.</p> <p>Children understand what it means to uphold British values.</p> <p>Children to become more reflective learners.</p>	<p>Continue to provide First Access opportunities for children in KS2 along with the ability to continue with group or individual lessons.</p> <p>Develop and build further the whole school strength in singing by developing singing in assemblies, clubs and BAT choir.</p> <p>To continue to provide Forest School to enable the development of responsibility, problem solving and risk management.</p> <p>Develop the input made by the school council and work of school captains.</p>	<p>2017 - 18</p> <p>2017 - 18</p>		
<p>Reduce absence, improve attendance and improve the punctuality of particular children.</p>	<p>Attendance is in line with national or better in each year group (Overall 96.5%) by July 2017.</p> <p>Children arrive at school on time.</p>	<p>Continue with a range of well develop strategies such as:-</p> <ul style="list-style-type: none"> • First day call for all absences • Home visits • Close liaison with MASH for absence of children requiring specific monitoring. <p>Attendance display in foyer showing class attendance and naming best attenders. Certificates for 100% attendance. Newsletters and Assemblies to celebrate attendance and punctuality.</p> <p>Identify children who are regularly late or miss school. Action plans for persistent absentees (those under 90%). Weekly interview with HSLW.</p>	<p>Attendance officer</p> <p>SLT</p> <p>SLT HSLW</p>	<p>2017 - 18</p> <p>Sept 2017</p> <p>Jan 2017</p>	<p>Attendance reports</p> <p>IEB minutes</p> <p>Meeting notes</p>

<p>Raise standards of achievement of pupils so that they reach, and some exceed, national expectations</p> <p>Raise rates of progress to enable all children to rapidly close the gap on ARE.</p>	<p>At the end of EYFS, the % of children achieving GLD is in line with national averages.</p>	<p>Training teachers to effectively use the gap analysis function in TT to enable them to systematically identify and teach to close gaps quickly in all classes.</p>	Jan 2017	FM SLT	<p>Please see data on page</p> <p>Pupil Progress Meeting records</p> <p>Progress and Attainment Data</p> <p>Provision map</p> <p>SEND Policy</p> <p>Training log</p> <p>Reports to parents</p> <p>Co-ordinators files</p>
	<p>100% of pupils make at least good progress in learning phonics with the % of children achieving the expected level at national.</p>	<p>Train teachers to effectively use TT to identify further areas of focus for children who are more able.</p>	Oct 2017	SLT	
	<p>KS1 and KS2 results meet national expectations in reading, writing and maths</p>	<p>Ensure that the skills of staff and timetable are utilised to best effect to provide intervention that will improve the learning and progress of SEND, EAL, PP, LAC children.</p>	Jan 2017	SLT SENCO EAL lead	
	<p>Effective support and intervention for pupils with SEN and PP means that gaps are closed with peers nationally</p>	<p>Check the accuracy of progress judgements for using TT and book scrutiny, supported by Windale (LA moderator).</p>	Aut 2016/ 17	HT MC AFA	
		<p>Termly Pupil Progress Meetings for each class, supported by SLT to</p> <ul style="list-style-type: none"> • Discuss barriers to progress • Find possible solutions which could include the use of different teaching approaches, extra teaching from intervention staff, pastoral support • Identify key areas of learning for individuals that need to be addressed in order for a child to move forward. 	Spring 2017/ 18	Maths and Eng Co- ordinators Hamilton Maths	
		<p>Involve parents with the learning and progress of their children through more</p>	Sum 2017/ 18	CT	
		From Feb 2017			

		<p>detailed and regular reports to parents, x3 per year.</p> <p>Ensure the implementation of SEND policy to include:-</p> <ul style="list-style-type: none"> • Training for staff on class teacher responsibilities in relation to SEND. • Introduce the use of provision mapping to detail learning for SEND children and to share this effectively with parents and carers. <p>Improve and increase the opportunities for children to develop their skills in reading, writing and problem solving by</p> <ul style="list-style-type: none"> • Raising the profile of reading and good quality text via reading rewards, creating a functioning library and reading display. • Making the content of the reading curriculum provided at OM explicit to all. • Improving the teaching of specific reading skills and the application through guided reading and phonics. • Reviewing the effectiveness of Talk for Writing as a whole school initiative and acting on findings. • Training staff to enable them to interweave problem solving into their daily maths teaching with support from Hamilton Trust. 	<p>From Oct 2016</p>	<p>SENCO</p>	
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