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ST MATTHIAS CE PRIMARY SCHOOL
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Context:
St Matthias CE Primary School was inspected on 6th/7th June 2018 and was judged to require special measures. The school became a stand-alone academy in 2011. It is an average-sized primary school, age range 4yrs-11yrs (215 on roll). Almost all of the pupils are from the local catchment area. St Matthias provides full wraparound care, extended schools provision (term time only), including a breakfast club and after school care.

The proportion of disadvantaged pupils is well above the national average. There are 80 pupils (41%) in receipt of pupil premium funding. Of these, 16 pupils also have special educational needs and/or disabilities.

The proportion of pupils from minority ethnic groups is well below the national average (9 pupils   4%). There are 9 pupils who have English as an additional language.

The proportion of pupils with special educational needs and/or disabilities is well above that seen in most primary schools (41 pupils 21%) which is above the national average. 1 pupil has an education, health and care plan, which is below the national average and 1 pupil EHCP is pending.

Senior Leadership: The head teacher has been in post since April 2018, previously she was acting head for two terms and prior to that deputy head for four years. The deputy head teacher has been in post since March 2009. The local authority, in partnership with the Diocese, are seeking to broker an experienced head teacher to provide mentor support for the senior leadership team with a particular focus on monitoring and evaluation of the school's actions and impact on pupil outcomes. This arrangement will be funded by the school.

Middle leadership: The middle leadership team comprises an EYFS lead (started Sept '17), maths lead (started Sept '18) English lead (post currently filled by head teacher) SENCO (started Sept '17).

Staffing: There are 8 classes in the school. There is on class for each year group from Nursery to Year 6. There has been a change in staffing over the last two years. Two full time teachers and one part-time teacher started in September 2018.

The Governing Body: There are 9 governors on the governing body, including the head teacher. Of these, four are new to the governing body. Currently there are 5 vacancies. The governing body has undergone significant change and the Chair of Governors resigned in September 2018. The new Parish incumbent has taken on the role of Chair from October 2018. An external review of governance will inform a governors' action plan. Training will be provided for the full governing body on their monitoring and accountability role. Project Boards will be established to monitor the impact of senior leaders, including governance, on the key Ofsted areas for improvement. This will be chaired by the School Improvement Lead (Babcock Prime).

Budget: The school budget stands at £1,049.492

Communication with parents: The Ofsted report was made available to parents on receipt of the published version. A meeting was held for parents on 26th September 2018. Parents submitted questions prior to the meeting and these were addressed during the session by the chair of governors, with senior leaders and staff present. The purpose of the meeting was to:

- share the Ofsted inspection areas for improvement
- share the actions that have already been put in place
- explain the actions that will be taken to address the key priorities
- outline how parents will be kept informed of the school's progress
- outline the arrangements to monitor the school's progress against key priorities.

Sponsorship: As a former VA maintained school and subsequently a stand-alone academy with a VA model of governance, the requirement is for St Matthias to be sponsored by a multi academy trust which also has a VA model of governance. The Diocese of Worcester Multi Academy Trust (DoWMAT) is in the process, with the support of the RSC, of applying for sponsor capacity with a view to sponsorship of St Matthias. The school has commissioned support from the local authority and the Diocese of Worcester.

Summary of monitoring, evaluation and support

Actions to be taken	Lead	Resources	Timescale	Success Criteria	Monitoring and Evaluation	RAG
Draft the post Ofsted action plan with SLT.	SI Lead/ SLT	2 days	Aut. term	Coherent and robust plan addresses Ofsted priorities.	HMI	☐
Broker mentor head teacher	SI Lead/ Diocese	Meeting time as needed	Aut term	The expertise and experience of the mentor enables senior leaders to: - make swift progress against the key priorities identified by Ofsted - witness effective practice from another school.	Project Boards Governing Body monitoring and evaluation.	☐
Support/ increase capacity to secure efficient and effective governance.	Babcock Prime	Meeting time as needed	On-going	The Governing Body provide robust challenge and appropriate support to school leaders. The school's performance is effectively monitored and evaluated to track improvements against Ofsted priorities. Performance management of the acting head is rigorous and effective. Governors check the impact of performance management of all staff.	Project Boards School reviews	☐ ☐ ☐
MONITORING of the school's progress against the Ofsted priorities. **School Improvement Adviser focus:** ❖ Visits to school to track impact of strategic planning and Monitoring, Evaluation and Training (MET) schedule with SLT ❖ Coordination of school reviews to track progress, adjust support	SIA	Allocated time to include attendance at Project Board mtgs	Half termly school visits + reviews	Reviews track the progress of the school and inform the school's action planning. Reviews indicate sustained improvement in leadership at all levels and in the quality of teaching. Recommendations from SIA visits and reviews are used to ensure the school makes rapid and sustained progress.	School Reviews SIA notes of visit Project Boards HMI monitoring	☐ ☐ ☐

Actions to be taken	Lead	Resources	Timescale	Success Criteria	Monitoring and Evaluation	RAG
needs and facilitate/broker support as necessary. ❖ Identification of barriers to improvement and referral to Project Boards.				Pupil tracking data shows that pupils are making good progress.		☐
EVALUATION of impact of actions taken. ❖ Project Board meetings chaired by the SI attended by CoG., HT, Diocese, SIA.	SI Lead	Allocated time 3 days	Half termly until school is sponsored	All partners are held to account for the impact of their support against the actions that are being taken. The school makes rapid and sustained progress against the Ofsted areas for improvement.	Governing Body meetings	☐ ☐

Roles and Responsibilities						
Responsibilities of the School Improvement Adviser						
Actions to be taken	**Lead**	**Resources**	**Timescale**	**Success Criteria**	**Monitoring and Evaluation**	**RAG**
Support senior leaders in their responsibility for the performance of the school. ❖ Support the development of the school's monitoring, evaluation and training schedule. ❖ Regularly revisit the action plan, reviewing outcomes and impact using the evidence base produced through monitoring. ❖ Undertake joint monitoring and evaluation activities which hold leaders and teachers to account for the progress of pupils.	SIA	Allocated time	On-going	The monitoring, evaluation and training schedule is shared with, and understood, by all staff to ensure: - clarity of expectations - all staff are prepared and contribute to monitoring activities. Action planning is succinct, sharply focussed and clear so that all members of the school team, including governors know what is expected of them and what success will look like. The school has a robust evidence base that actions are having an impact on pupil outcomes.	Project Boards	☐ ☐ ☐

Support senior leaders in establishing a range of information about pupil outcomes that is accurate and accessible to all. ❖ Review pupil progress each half term, using analysis and implications to feed into future planning. ❖ Support the development of senior and middle leaders through school visits and reviews. ❖ Monitor the quality and impact of teaching e.g. lesson observations, work scrutiny, pupil discussions etc.				**Pupil outcomes improve because**: pupil targets are based on expectations of good progress for all pupils. Progress towards these targets is regularly reviewed through pupil progress meetings; data analysis is effectively used to identify training needs of teachers, next step priorities and focus areas for provision and intervention; analysis of data correctly identifies strengths and weaknesses in outcomes for groups, cohorts and classes. The school responds with tight action planning to share successes across school and address any weaknesses.	Project Boards	☐ ☐ ☐

Responsibilities of the School Improvement Lead

Actions to be taken	Lead	Resources	Timescale	Success Criteria	Monitoring and Evaluation	RAG
Evaluate the impact of support and challenge on strengthening leadership, improving the quality of teaching and improving outcomes. Evaluate school's progress each half term to track that school is in line with expectations. Evidence collected is from: ❖ SIA/senior leaders/governors ❖ SIA reports of visits/reviews	SI	Project Boards	Half termly	The quality of teaching is improved as evidenced in book scrutiny, pupil conferencing, lesson observations / learning walks. Tracking data shows that pupils are making good progress. Senior leaders accurately evaluate evidence from monitoring activities and clearly identify next steps to ensure sustained impact. Successful and less successful elements of support and challenge are reviewed. School plan is adjusted accordingly.	Project Boards Governing body monitoring. School reviews	☐ ☐ ☐ ☐

The Mercian Education Trust submitted a bid for external funding through the DfE's Emergency Education Strategic School Improvement Fund. This has been successful and will enable added capacity for implementing the plan through school to school support for strengthening the quality and impact of leadership at all levels and improving teaching across all key stages through access to coaching for senior/middle leaders and teachers as well as training. This support will be coordinated by a National Leader in Education and quality assured in partnership with the local authority.

Action plan aims:

❖ Addresses the key issues raised in the Ofsted inspection of 6th/7th June 2018 which placed the school in special measures.

❖ Sets a clear vision for how the school will sustain progressive improvement.

❖ Ensures clarity between all stakeholders, including roles and responsibilities of those partners who are supporting the school.

❖ Details actions to be taken, leads, timescale, resource implications and the success criteria for monitoring impact.

❖ Shows clear lines of accountability.

❖ Demonstrates the school's commitment to high quality professional development for all staff.

❖ Makes explicit how all monitoring is intended to evaluate whether or not the school is being successful in building capacity, improving provision and improving outcomes for all pupils.

School	External support & challenge	School to School Support
HT: Head teacher DHT: Deputy head teacher SLT: Senior Leadership Team (HT and DHT) MLT: Middle leaders CoG: Chair of Governors GB: Governing Body FGB: Full Governing Body	IP: Irene Punt (Babcock Prime) TR: Tim Reid (C.E Diocese) SIA: Babcock Prime External consultant: PP review (Babcock Prime) External consultant: Governance review (Babcock Prime)	Mercian Trust: Emergency Education Fund bid

Ofsted Inspection: What does the school need to do to improve further?

Area for Improvement 1: Improve the quality of leadership and management by ensuring that:

- appropriate external support is secured to assist current leaders
- improvement planning is sharper and sets clear priorities for improvement which leaders and governors check and evaluate
- all leaders are clear about their roles and responsibilities and are held to account by senior leaders and governors
- newly appointed subject leaders develop and embed their skills so that they can monitor provision in their areas of responsibility and bring about improvements
- leaders make clear to staff what they need to do to improve outcomes across the school
- governors, using national and local comparative data, challenge leaders effectively about standards pupils achieve and the progress they make over time.

Area for Improvement 2: Urgently improve pupils' achievement so that groups of pupils, including the most able, those who have SEN and /or disabilities, and those who are disadvantaged, make the progress they needed to reach age-related expectations and close the gap with other pupils nationally.
An external review of the use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Area for Improvement 3: Improve the quality of teaching so that it is consistently good or better by making sure that:
- teachers raise their expectations of what pupils are able to achieve, especially in reading, writing and mathematics
- teachers sharpen their use of assessment information and knowledge of what pupils can do in order to maximise progress from their starting points
- leaders monitor and evaluate the quality of teaching accurately and use this information to provide appropriate training and support for teachers
- teachers plan work so that pupils can apply their writing skills across the curriculum and write with the accuracy and depth expected for their age
- pupil who have gaps in their mathematical knowledge and skills are helped to catch up
- teachers thoroughly check pupils' understanding of what they have read so that pupils acquire and deepen their comprehension skills
- teachers provide pupils with the accurate information they need to improve their learning
- all teachers insist on high standards of presentation in pupils' work and tackle errors and misconceptions at the earliest opportunity.

Area for Improvement 4: Strengthening Governance
An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Key milestones		
December 2018	**March 2019**	**July 2019**
Monitoring and evaluation of pupil's progress and learning identifies strengths and weaknesses in learning and teaching. Support Plans are implemented.	Monitoring and evaluation of pupil's progress and learning identifies strengths and weaknesses in learning and teaching. Weak teaching and learning are not typical.	Monitoring and evaluation of pupil's progress and learning identifies that weak teaching is eliminated.
Strategic planning sets out the expected improved outcomes for pupils and the necessary improvements to provision to achieve these.	Strategic planning sets out the expected improved outcomes for pupils and monitoring of the quality of provision shows high expectations of all staff for all pupils.	Strategic planning sets out the expected improved outcomes for pupils and monitoring of the quality of provision indicates improved outcomes for all pupils, including those who are disadvantaged and/or vulnerable.
Middle leaders have systems in place to support their evaluation of outcomes and are able to talk about this. They have clear action plans that sit beneath the strategic plan to secure improvements in their area of responsibility.	Long term strategic planning reflects clear evidence of the school's capacity for sustained improvement.	High quality monitoring and evaluation by SLT and governors ensures that any barriers to improvement are identified swiftly and plans are implemented to overcome these.
The school's self-evaluation of the impact of its school improvement work on standards and progress is accurate.	Middle leaders are confident in talking about pupil outcomes, know what actions need to be taken next and are able to articulate this to a range of audiences.	The impact of long term strategic planning is clearly evidenced in improved outcomes and quality of teaching and shows the school's capacity for sustained improvement.
The external Pupil Premium Review identifies strengths and areas for improvement which are translated into a robust action plan.	The school's self-evaluation of the impact of its school improvement work on standards and progress is accurate and is impacting on continued improvements.	The impact of middle leaders' accurate evaluation and precise planning is evident in improved pupil outcomes in their area of responsibility.
The external review of governance identifies strengths and areas for improvement which are translated into a robust action plan to strengthen governance procedures and impact.	Disadvantaged and vulnerable pupils achieve well and in comparison with other pupils in school and those nationally, gaps are diminishing.	Governors have an accurate, evidence based understanding of the school's strengths and areas for improvement going forward.
	Governors have a good understanding of performance information, how different groups of pupils are achieving and the impact of steps that are being taken to tackle underperformance. As a result, governors are more robust in holding leaders to account.	

Key milestones			
	December 2018	**March 2019**	**July 2019**
Learning & teaching	Teachers have an accurate understanding of the standards expected in English and mathematics. Teachers' planning is well matched to pupils' needs including SEND, PP and most able. The majority of pupils can explain what they are learning, what they need to do to improve and how they can do this. Teachers plan a range of opportunities for pupils to develop the skills of reading, writing and mathematics across the curriculum. The schools' policy for marking and feedback is updated to provide clear guidance for all staff including how to address misconceptions in spelling, punctuation and grammar. Teachers plan a range of opportunities for pupils to understand and use subject specific language.	In lessons, teachers develop, consolidate and deepen knowledge, skills and understanding for all groups of learners. All pupils can explain what they are learning, what they need to do to improve and how they can do this. Pupils routinely have sufficient time to review their learning and take steps to further develop. Teachers routinely embed opportunities for pupils to develop and consolidate key skills in reading, writing and mathematics. Pupils; confidence in the application of core skills across is growing. All staff provide pupils with highly effective feedback which enables pupils to make the necessary improvements and make increased progress. Pupils' confidence to use subject specific language is increasing and they are able to express their thinking more easily.	The impact of high quality planning is evidenced in improved pupil outcomes for all learners. Pupils have increased independence in reviewing and adjusting their learning as necessary. Pupils' core skills are well developed and enhance their learning in a range of subjects across the curriculum. As a result of accurate verbal and written feedback, all pupils make good progress and gaps between disadvantaged learners and their peers are closing rapidly. SLT and governor monitoring and evaluation shows that improvements in teaching are securely embedded and will be sustained into the next academic year.

- Pupils' needs and interests are met through the provision of sequences of lessons within a broad and engaging curriculum
- Class teachers and practitioners have a secure knowledge and understanding of progression in all aspects of English and mathematics
- All staff have a shared knowledge and understanding of the essential characteristics of effective learning and teaching and make use of a wide range of pedagogical approaches that impact on pupils' learning, progress and achievement.
- All pupils have a clear understanding of what they are trying to learn, can reflect positively on their achievements, know what to do next and what they need to do to improve.
- Each child's progress, what they need to do to improve and how they can be supported is shared and discussed with parents/carers regularly.

Area for Improvement 1: Improve the effectiveness of leadership and management

Key Improvement Points from the inspection report:
a) appropriate external support is secured to assist current leaders
b) improvement planning is sharper and sets clear priorities for improvement which leaders and governors check and evaluate
c) all leaders are clear about their roles and responsibilities and are held to account by senior leaders and governors
d) newly appointed subject leaders develop and embed their skills to monitor provision in their areas of responsibility and bring about improvements
e) leaders make clear to staff what they need to do to improve outcomes across the school
f) governors, using national and local comparative data, challenge leaders effectively about standards pupils achieve and the progress they make over time.

Key Outcomes

School self-evaluation processes are rigorous and comprehensive. Leaders, including governors, have an accurate understanding of the school's strengths and areas for development based on a robust evidence base.

The school's improvement planning is sharply focused on the key priorities identified in the Ofsted report and on-going evaluation. The school's leadership, including governance sets high expectations and implements effective improvement strategies which accelerate pupils' progress. The Improvement Plan sets out milestones, intended outcomes, clear success criteria and timescales for each action.

A comprehensive Monitoring, Evaluation and Training Schedule (MET) is in place which involves senior leaders, governors and middle leaders. The MET clearly communicates the range of monitoring strategies, criteria for evaluation and RAG rating for impact.

Middle leaders' skills across all key stages are well developed through a programme of Continuing Professional Development (CPD), coaching and mentoring. Leaders use data effectively to plan, monitor, evaluate impact and then refine actions to improve key aspects of their area of responsibility.

Middle leaders' plans for their areas of responsibility **across all key stages are detailed and sharply focused on the Ofsted areas for improvement**. Middle leader **impact is robustly and regularly monitored and evaluated** through the **Monitoring, Evaluation and Training Schedule.**

Senior, middle leaders and governors routinely monitor and evaluate the impact of additional funding for pupils with special educational needs and/or disabilities and disadvantaged pupils.

Governors hold leaders to account for all aspects of the school's performance but particularly for the Ofsted key areas for improvement. They have an accurate understanding of the school's effectiveness; where areas are successful and why, where there is a need for improvement and what actions are being taken.

Leaders clarify expectations for high quality teaching which enables **all pupils to acquire knowledge, skill and understanding to make good progress in their learning - relative to their age.** Pupils develop key skills across a range of subjects.

Performance appraisal processes are reviewed and are linked to the impact of leadership and the quality of teaching in reading, writing and mathematics. **Appraisal is underpinned by robust and regular monitoring of teachers' performance**. Monitoring identifies strengths to be shared across school and where there are weaknesses, these are addressed swiftly in order to secure good outcomes for pupils.

Area for Improvement 1: Improve the effectiveness of leadership and management						
Actions to be taken	**Lead**	**Resources**	**Timeline**	**Success Criteria**	**Monitoring and Evaluation**	**RAG**
Strategic Planning **1.1** Rewrite the School Improvement Plan in collaboration with external school improvement support to include: specific actions for each key priority, milestones, intended outcomes leads, success criteria, timescales etc.	HT/IP	Meeting time	By end of Oct	The plan demonstrates the high expectations that school leaders and governors have to improve the quality of provision and accelerate pupils' progress underpinned by a sense of urgency.	Trustees Governing Body Project Board	☐
Ensuring efficient monitoring and evaluation **1.2** Establish an efficient monitoring, evaluation and training schedule (MET) with clear lines of accountability. The schedule will include: - data collection and analysis; - scrutiny of teachers' planning; - learning walks, lesson observations, pupil discussions, scrutiny of pupil's work; - Pupil Progress Meetings.	SLT/SIA	Meeting time	By end of November	Monitoring and evaluation activities are implemented efficiently and impact on pupil outcomes is robustly evaluated. Regular monitoring and evaluation leads to ongoing revision/updating of the school's improvement plan. There is consistency in the monitoring practice of all leaders with clear lines of accountability for their areas of responsibility.	SIA notes of visit Project Board HT reports to GB GB monitoring Performance Management reviews	☐ ☐
Strengthening senior leadership skills **1.3a)** Senior leaders receive appropriate training to further develop their skills, knowledge and understanding in monitoring and evaluating the school's performance (Beyond Monitoring Course). **1.3b)** A mentor head teacher supports senior leaders in joint monitoring and evaluation.	SIA	CPD	Autumn and spring terms Embed summer term	SLT skills are sharpened to ensure: - accuracy of self-evaluation - high expectations of teaching and learning - rigorous tracking and evaluation of pupil progress data - effective use of data and wider information to improve teaching	Project Board Governing Body	☐
Strengthening middle leadership skills **1.4** Develop the skills of middle leaders for their area of responsibility through CPD, coaching, mentoring to: - fully understand the expectations of their role;	HT/SIA	CPD	Autumn and spring terms	Distributed leadership across school ensures robust monitoring and evaluation of the quality and impact of the school's provision. Leaders use a range of evidence to evaluate the quality of provision, pupil progress and appropriateness of curriculum.	SLT monitoring cycle SIA notes of visit Project Board	☐ ☐

				Good practice is identified across the school and is used to support less secure staff. Areas for development are identified swiftly and translated to actions that need to be taken.	Governing Body monitoring and evaluation	☐
- carry out monitoring activities and evaluate the quality and impact of teaching and interventions in relation to pupil outcomes; - develop an action plan to ensure continuous improvement of provision and high standards; - provide support for staff to improve the quality of their work; - use the evidence from on-going monitoring to review/update plans.			Embed summer term			
Using monitoring and evaluation to inform next steps **1.5** Use evidence gained from monitoring and evaluation activities to: - inform next steps for teachers to implement and sharpen their practice; - identify on-going priorities for improvement and update the school development plan - ensure professional accountability for progress and attainment (linked to the appraisal process); - align the needs of the school with external support; - communicate the impact of actions taken to the wider school community.	SLT	SLT Meeting time	Sept -Aug	The school accurately identifies what is working well in improving pupils' progress. Close monitoring of teaching, using a range of evidence, means that areas for development are identified swiftly and actions for improvement are implemented by staff. Leaders share the school's progress against key priorities with all stakeholders e.g. parents/carers governors, Trustees etc.	SLT monitoring cycle SIA notes of visit Project Board HT reports GB	☐ ☐ ☐
Performance Management **1.6** Review appraisal processes to ensure they are robustly linked to improving the quality of teaching.	HT	SLT time	Oct/Nov Mid-year reviews	Appraisal is underpinned by robust monitoring of teachers' performance. Monitoring identifies strengths to be shared across school as effective practice and where there are weaknesses these are addressed swiftly through support plans in order to secure good outcomes for pupils.	SLT monitoring cycle Governing Body monitoring with SLT Pay Committee review Project Board	☐ ☐

Area for Improvement 2: Urgently improve pupils' achievement so that groups of pupils, including the most able, those who have SEN and /or disabilities, and those who are disadvantaged, make the progress they needed to reach age-related expectations and close the gap with other pupils nationally.

Key Improvement Points from the inspection report:
a) Improve attainment in English and mathematics in key stages 1 and 2, particularly mathematics in Key Stage 2.
b) Accelerate pupils' progress in reading, writing and mathematics.
c) Ensure pupils who are falling behind are helped to catch up to reach national expectations.

Key Outcomes

Outcomes for all groups of pupils in reading, writing and mathematics are significantly improved so that they are in line with national expectations.

The school's assessment policy sets out expectations for all staff (leaders, teachers, teaching assistants) and governors so that there is a clear understanding of roles and responsibilities for improving pupils outcomes throughout all key stages.

Teachers' assessment is robust and tracking ensures swift intervention when pupils are underachieving. Teachers use assessment information to plan next steps in learning to improve outcomes particularly for pupils who have special educational needs and/or disabilities and disadvantaged pupils.

Staff have high expectations for all groups of pupils shown in the setting of ambitious targets. Teachers' regular assessments are used well to inform next steps in learning. Pupil targets are regularly adjusted to reflect increasing expectations of pupil's progress.

The external review of the use of Pupil Premium funding identifies strengths and areas that require development. Senior leaders produce an action plan based on the recommendations in order to accelerate the progress made by disadvantaged pupils.

Performance data from key groups of learners is used to personalise learning and teaching. Pupil progress meetings identify and track the performance of groups especially the most able, Pupil Premium, SEND and disadvantaged pupils. Gaps in learning are identified and used to inform teacher's planning and interventions.

School tracking systems are highly effective and ensure that pupil's progress is robustly monitored. Performance outcomes are reviewed against progress seen in pupils' books, the quality of teaching and discussions with pupils about their learning.

Pupil Progress Meetings identify those pupils who are underachieving and steps are taken to address gaps in their learning.

Governor monitoring of performance outcomes is regular and robust and informs proportionate challenge and support.

Area for Improvement 2: Urgently improve pupils' achievement so that groups of pupils, including the most able, those who have SEN and /or disabilities, and those who are disadvantaged, make the progress they needed to reach age-related expectations and close the gap with other pupils nationally						
Actions to be taken	**Lead**	**Resources**	**Timeline**	**Success Criteria**	**Monitoring and Evaluation**	**RAG**
Ensuring rapid improvement in the rates of progress for all groups of pupils in reading, writing and mathematics				Pupil's attainment and progress is in line or exceeds national expectations.	HT reports to GB Pupil Progress Meetings (PPM)	☐
2 1a Clarify roles and responsibilities of senior/middle leaders and teachers regarding assessment, tracking and recording of pupil progress. Record on School's Assessment Policy.	HT/TR	Meeting time	Second half of autumn term	Lines of accountability are clear for who collects, analyses and evaluates data, including when this takes place and how the information is used.	SIA notes of visit Project Board	☐
2.1b Evaluate current tracking systems and make changes as necessary to ensure they are fit for purpose.	HT/TR	Meeting time	November '18	Data systems are robust and pupil progress is evaluated by class, year group, gender, PP, SEND most able.	Parents' Evenings	☐
2.1c Standardise learning expectations for each year group in relation to reading, writing and mathematics.	SIA/SLT	Staff meeting	November '18	Teachers' expectations are in line with national age-related expectations and the tracking of pupils' progress is accurate.		☐
2.1d Establish an accurate baseline for each pupil.	SLT/ MLT	PPMs	Autumn 1 data check	An accurate baseline informs pupil targets which reflect the gains the pupils need to make.		☐
2.1e Set appropriately challenging targets for each pupil and update after each PPM	SLT	PPMs	Autumn 2 PPM	Pupils know their individual targets and through regular feedback (oral and written) know the steps they need to take to reach these.		☐
2.1f Moderate teachers' assessments both within school and with other schools.	SLT	PPMs/ Moderation sessions	On-going	Teachers' assessments are accurate and the progress of individual pupils is regularly monitored and analysed rigorously. This information informs teachers' planning and interventions.		☐

2.1g Provide training for FGB on the school's data systems and how they can use a range of information to evaluate performance outcomes.	TR	CPD		All governors are confident in accessing, understanding and evaluating performance data.		☐
2.2 Commission an external review of the use and impact of pupil premium funding				The external review provides the leaders and governors with: - an accurate view of strengths and areas for improvement; - recommendations to inform changes to the school's processes to improve the quality and impact of provision for disadvantaged pupils.		☐
Identifying underachievement **2.2a** Confirm the target group of children in each year group who need to make accelerated progress to reach/exceed expectations by the end of July 2019. **2.2b** Identify the additional support needs of those pupils who are underachieving, including SEND/PP/the most able. Ensure that this is specific to each pupil and meets their particular learning needs.	SLT/ MLT/ SENCo PP lead	PPMs	Half termly Half termly	Identification pupils who are not achieving their targets is regular and rigorous. Diligent tracking ensures that each teacher knows their target group of pupils and adjusts that group over time according to pupil need. Assessment data is used well by all staff to adjust pupil targets, inform teachers' planning and interventions.	SLT monitoring cycle SIA notes of visit	☐ ☐ ☐
Addressing gaps in pupils' learning **2.3a** Address gaps in pupil's learning which causes them to underachieve: - teachers' lesson planning shows group and individual interventions; - the school's provision map shows specific targeted support for groups/individuals. **2.3b** Closely track the progress of underperforming pupils to: - evaluate the impact of interventions on pupils' progress; - amend interventions as necessary to ensure value for money.	Tchrs/ SENCO/ PP lead Tchrs/ SENCO	Staff time All staff in PPMs	Half termly	Teachers plan appropriate strategies to meet the learning needs of all pupils in order to accelerate progress. Interventions for underperforming pupils are implemented swiftly and are well matched to pupils' needs. Interventions are regularly evaluated to determine impact and are continuously adjusted to ensure pupils make good progress.	SIA notes of visit Project Board HT reports to GB SIA notes of visit HT reports to GB GB monitoring GB Reports to Trustees	☐ ☐ ☐

2.4a Pupil Progress Meetings (PPM) - Discuss progress of all pupils - Focus on those who are underperforming and identify barriers; - Clarify that learning needs of pupils are accurately identified e.g. SEND, PP, most able; - Agree learning targets for all pupils.	SLT Tchrs SENCO	All staff	Half termly	Robust professional dialogue identifies underperformance and next steps to take, this includes SEND, PP, most able. Staff interventions are effective in support pupils' learning. Good progress is evidenced in assessment data, pupils' work and in lesson observations. Interventions are closely monitored and adjusted as necessary to ensure pupils make good progress relative to their starting points.	SLT monitoring cycle HT reports to GB SIA visits Project Board	☐ ☐
2.4b During lesson observations SLT/MLT check that target pupils are benefitting from strategies identified at pupil progress meetings.	SLT /MLT	SLT/MLT time	Half termly			☐
2.4c Individual Provision Maps are written for reading, writing and maths for the target groups of pupils e.g. SEND/PP	SENCO	SLT/MLT time	Half termly			
2.5 All stakeholders are regularly informed about performance outcomes for all pupil groups.	HT	SLT/MLT time	Half termly	There is regular and accurate reporting of pupil outcomes to governors and Trustees to support evaluation of the school's progress in improving standards across school. Parents/carers are regularly informed of the progress their child is making and the steps that are being taken if they are underperforming.	HT reports to GB GB Reports to Trustees Parents' Evenings	☐ ☐

Area for Improvement 3: Improve the quality of teaching so that it is consistently good or better

Key Improvement Points from inspection report:
a) teachers raise their expectations of what pupils are able to achieve, especially in reading, writing and mathematics
b) teachers sharpen their use of assessment information and knowledge of what pupils can do in order to maximise progress from their starting points
c) leaders monitor and evaluate the quality of teaching accurately and use this information to provide appropriate training and support for teachers
d) teachers plan work so that pupils can apply their writing skills across the curriculum and write with the accuracy and depth expected for their age
e) pupil who have gaps in their mathematical knowledge and skills are helped to catch up
f) teachers thoroughly check pupils' understanding of what they have read so that pupils acquire and deepen their comprehension skills
g) teachers provide pupils with the accurate information they need to improve their learning
h) all teachers insist on high standards of presentation in pupils' work and tackle errors and misconceptions at the earliest opportunity.

Key Outcomes

Well-planned sequences of learning set out the key points that pupils are expected to learn and what they have to do to be successful. **Opportunities for developing pupils' knowledge and skills across the curriculum are identified**, for example, writing at length in a range of contexts and using problem solving and reasoning in different subjects.

Teachers consistently plan lessons that are well-constructed so that all pupils are appropriately challenged and they do their best work at all times. **Pupils are fully engaged in lessons and take pride in their learning.** Staff use effective teaching strategies to ensure pupils understand and use subject-specific language.

Accurate assessment is used to plan lessons which effectively meet the learning needs of all pupils. Through robust assessment, work set for pupils is pitched at the right level to build on what they already know and can do, especially pupils with special educational needs and/or disabilities and disadvantaged pupils.

Written and verbal feedback deepens pupils' knowledge and understanding. Through careful verbal interventions during lessons and through written feedback, pupils are clear about the strengths in their work and the next steps they should take in their learning.

Teachers and teaching assistants identify errors in pupils' work and pupils are given opportunities to respond to feedback to increase their independence and improve learning outcomes.

Teachers and teaching assistants are vigilant about pupils' presentation of work, expecting high standards and supporting pupils to achieve these. Misconceptions in spelling, punctuation and grammar are addressed so that pupils are clear about what they need to do to improve.

Area for Improvement 3: Improve the quality of teaching so that it is consistently good or better						
Actions to be taken	Lead	Resources	Timeline	Success Criteria	Monitoring and Evaluation	RAG
3.1 Audit and analyse teachers' understanding of expectations in the national curriculum for reading, writing and mathematics	SLT/SIA	Staff time	Autumn term	Teachers plan sequences of learning, ensure logical steps are taught and Learning objectives are pitched at the level which will allow children to make good progress and reach higher standards.	SIA notes of visit Project Board	☐ ☐
3.2 Audit and analyse teachers' understanding and use of assessment in reading, writing and mathematics to inform training for staff.	SLT/SIA Maths and English Leads	Staff time Portfolios of evidence	On-going	Moderation increases staff confidence and accuracy in assessment. Teachers use assessment information well so that pupils are appropriately challenged and make good progress. Where needed, teachers receive targeted support to improve the quality of their teaching. Portfolios of moderated evidence for each year group in reading, writing and mathematics are used well by staff to moderate expectations. Pupil Progress Meetings are robust and used to identify pupils who are falling behind, provision is adjusted accordingly. Effective practice is shared.	SLT monitoring cycle SIA notes of visit Project Board HT reports to Governing Body	☐ ☐ ☐ ☐ ☐
3.3 Audit and analyse the quality of teaching across the school to inform a personalised support programme.	SLT/SIA /Mentor head	Staff time	Half termly	An overview is obtained of the quality of teaching across school. Where teaching is less than good teachers receive targeted support until 100% of lessons observed good or better	HT reports to Governing Body School Reviews Project Board	☐ ☐
3.4 Undertake a Planning Audit to: - check consistency in quality of planning across the school;	SLT / Mentor head		Half termly	Staff use effective strategies to minimise/overcome barriers to pupils' progress.	SIA visits	☐

- evaluate the effectiveness of planning in meeting the needs of **all** pupils, including those who have SEND and disadvantaged pupils; - evaluate teachers use of Assessment for Learning strategies; - identify areas for development to inform feedback to staff and CPD programme.				Leaders evaluate the effectiveness of planning in ensuring high expectations of all pupils. The CPD programme matches the identified needs of staff.	Head teacher reports to GB Project Board	☐ ☐
3.5 Plan a cycle of CPD which is recorded in the monitoring, evaluation and training schedule.(MET)	SLT/SIA	Staff mtgs/ CPD time	On-going	The MET provides an overview of staff CPD linked to priorities in: - the Ofsted report - SLT & governors' monitoring - feedback from school reviews . The impact of staff CPD is evidenced in improved outcomes for pupils.	HT reports to Governing Body Governor visits and discussions. School reviews	☐ ☐
3.6 Develop staff knowledge and skills in how to provide pupils with more opportunities (including across the curriculum) for pupils to: - apply their writing skills with accuracy and depth expected for their age ; - close gaps in the their mathematical skills to help them catch up with expected standards; - improve their comprehension skills.	Consult ant	Staff CPD time	On-going	Pupils have: - a wide range of opportunities to demonstrate writing skills in different subjects; - targeted support to close gaps in their mathematical knowledge; - acquire and deepen their comprehension skills.	SLT monitoring cycle SIA visits Project Board School Reviews	☐
3.7 Marking and Feedback Policy - Identify key elements of marking and feedback that are non-negotiable. - Review current policy against the non-negotiables and identify areas in need of development. Amend policy. - Share revised policy with all staff who then follow new expectations. Carry out monitoring to include:	SLT Middle leaders SLT/Mid dle ldrs	Staff time/ CPD	Early spring term or completion Embedding summer term	All teachers are consistently giving pupils feedback, both oral and written, which helps pupils understand what they are doing well, what they need to do to improve and what the next steps in their learning will be. Staff correct pupils' errors in spelling and punctuation consistently and model how to make the corrections. Staff routinely provide feedback to pupils about the presentation of their work and	SIA visits Head teacher reports to governors Governor monitoring Project Board School Reviews	☐ ☐

- work scrutiny to evaluate whether written feedback is linked to objectives and success criteria; - work scrutiny to evaluate pupils' presentation skills; - observations to evaluate the effectiveness of oral feedback against learning objectives and success criteria; - pupil conferences to establish how pupils use the feedback they receive.				celebrate/reward pupils who make every effort to work neatly. Marking is used consistently and effectively across the whole school in line with policy expectations. Pupils can explain what they are learning and clearly understand next steps in their learning.	Pupil interviews Work scrutiny	☐ ☐
3.8 Development of teaching assistants (TAs) Leaders' monitoring identifies strengths and areas for development in the deployment of TAs. Joint staff session for teachers and TAs to agree key elements of good TA support. Support for teachers in planning how to maximise the impact of TA support. Support for TAs/ support plans for TAs where needed.	SLT	SLT /MLT monitoring	On-going	Teachers' planning ensures TAs consistently have opportunities to be active in lessons. TAs understand the importance of their role and how to act as facilitators of pupils' learning. TAs are confident in working with small groups of pupils on specific tasks set and scaffolded by teachers. Contribution of TAs in classrooms and interventions ensures pupils make good progress.	Head teacher reports to GB SIA visits Project Board School Reviews	☐ ☐ ☐ ☐
3.9 Review the Teaching and Learning Policy against the effective practice agreed by all staff through CPD sessions. Revise the policy so that it acts as a guide to effective practice for: - planning for sequences of learning - assessment for Learning - challenge for all pupils - pitch and expectation - differentiation - questioning and feedback - pupil independence - effective use of teaching assistants	SLT/ MLT	Staff meeting time	Early spring term for completion. Embedding summer term	The teaching policy is a practice guide, agreed by all staff to reflect the school's vision and ambition for pupils. The policy provides a reference point for staff and ensures all strive to reach the effective practice it describes. SLT and GB monitoring provides clear evidence that staff are following expectations set out in the policy document.	Governor monitoring SIA visits Project Board	☐ ☐ ☐

Area for Improvement 4: Strengthening Governance

Key Improvement Points from the inspection report:

a) Governors provide appropriate challenge and hold leaders to account for improving standards, especially in key stage 2.
b) Governors develop a comprehensive monitoring programme in order to keep a closer check on the school's progress against key priorities.
c) Governors hold leaders to account for the use of funding to support disadvantaged pupils and pupils who have special educational needs and /or disabilities.
d) Governors commission an external review of governance in order to assess how this aspect of leadership and management may be improved.

Key Outcomes

Skills and knowledge within the Governing Body are appropriate to meet the range of roles and responsibilities and are in line with the DFE 'Competency Framework for Governors' (January 2017), which defines the knowledge, skills and behaviours needed for effective governance.

The external review of Governance identifies strengths in the governing body and areas that require development. Governors produce an action plan based on the recommendations which enables them to more effectively fulfil their accountability duties in line with Ofsted expectations.

Governors are clear about the range of performance data and other information that is available and use it independently to evaluate the school's effectiveness, including the impact of additional funding across the school.

The Governing body are clear about their monitoring and accountability responsibilities and actively contribute to the Monitoring and Evaluation schedule in order to rigorously hold leaders to account. Governors have knowledge and understanding of appropriate methods of monitoring the school's work and how to analyse findings.

Governors regularly challenge leaders as part of their routine roles to obtain and independent view of the quality and impact of provision. Records of monitoring/meetings are kept so that challenge can be identified and followed through.

Governors regularly and robustly monitor the school's use of additional funding to support disadvantaged pupils and pupils who have special educational needs and /or disabilities.

Area for Improvement 4: Strengthening Governance						
Actions to be taken	**Lead**	**Resources**	**Timeline**	**Success Criteria**	**Monitoring and Evaluation**	**RAG**
Strengthening the impact of the governing body.						
4.1 Develop the skills of governors in monitoring and evaluating the quality and impact of provision across the school.	External Consult.	CPD for full governing body	Autumn term to end of summer term	Governors' increased knowledge and skill mean that they are robust in holding leaders to account for improving the quality of teaching and pupil outcomes across the school. Governors routinely challenge leaders on the effectiveness of systems e.g. - accuracy of teachers' assessments - to improve the quality of teaching - the impact of additional funding e.g. Pupil Premium.	Project Board	☐ ☐
4.2 Audit governor skill set to identify gaps and appoint new governors, if needed.	CoG	GB Meeting	November '18	Governors are effective in discharging their core statutory functions.	Project Board	☐
4.3 Commission an external review of governance.	CoG	School funded	Second half of autumn term	The external review provides the GB with: - an accurate view of their strengths - recommendations to improve their effectiveness and impact.	Project Board	☐
4.4 Produce a governing body action plan following the review to include: - high quality documentation - a training schedule - a monitoring, evaluation and reporting schedule.	CoG/TR	GB meeting	Second half of autumn term	The action plan is sharply focused with a clear timescale. The plan informs evaluation of the impact of the GB in securing improved outcomes.	GB Report to Trustees Project Board	☐ ☐
4.5. Establish a 'Scrutiny Committee' with clear roles and responsibilities for	CoG	GB meeting	Second half of autumn term	Terms of reference for the 'Scrutiny Committee' are agreed to ensure clarity of expectations.	GB Reports to Trustees Project Board	☐

monitoring the school's progress against the Key Areas for Improvement.				The monitoring schedule is aligned to the school's improvement plan and outcomes are reported to the FGB. There is a clear focus on improvement priorities and the level of challenge is clearly evidenced in governor reports.		☐
4.6 Align HT performance targets with the school's key priorities for improvement.	GB HTPM panel		By end of Dec '18	Governors gather evaluative evidence about HT's performance and provide proportionate support and challenge. HT performance management targets deliver operational and strategic improvement.	Governing Body HT PM Committee	☐ ☐
Ensuring all governors have a secure understanding of their roles and responsibilities and how to discharge their duties						
4.7 Review the committee structure and identify any changes that are needed.	CoG	GB Meetings	Second half of autumn term	The GB has a clear understanding of what it needs to do to strengthen its strategic influence. Governors understand the school's strengths and areas for improvement and provide a balance of support and challenge to school leaders.	GB Reports to Trustees Project Board	☐ ☐
4.8 Review the protocol and reporting arrangements for governor visits.	FGB	GB Meetings	Second half of autumn term	The protocol is agreed and implemented by all governors to ensure consistency.	Project Board	☐

				Trustees, governors and staff in school are clear about the expectations of governor monitoring.		☐
4.9 Ensure outcomes of governor visits inform the school's self-evaluation processes.	CoG	GB Meetings	On-going	Governor activities are robust and their impact is regularly tracked by Trustees.	Trustee monitoring Project Board	☐
4.10 Develop a Training schedule for governors in line with the DfE 'Competency Framework for Governors'(January 2017).	CoG	GB Meetings	Autumn to end of summer term	Governors are highly committed to their own development in order to improve their performance. Governors ask key questions of SLT/MLT/staff, which are recorded, and undertake high quality monitoring activities. Governors' skills are well developed and they are effective in monitoring and evaluating the work of the school.	Trustee monitoring Project Board	☐ ☐ ☐
4.11 Governors use information that is provided by the school e.g. SLT/MLT reports and discussions to raise the level of challenge in GB meetings.	FGB	GB meetings Governor visits	Autumn to end of summer term	Governors access an appropriate range of information to obtain an independent understanding of the school's progress against priorities.	Project Board	☐
4.12 Align GB schedule of meetings for the year with key assessment points/ progress reporting.	CoG	GB Meetings	Autumn to end of summer term	Governors use assessment data and other information to ask probing questions (which are recorded) about the effectiveness of provision and pupil outcomes.	GB Reports to Trustees Project Board	☐
Developing a secure/robust evidence base to demonstrate that governors are fulfilling their core functions effectively and are holding leaders to account.						
4.13 Ensure protocol and guidance to GB clerk so that minutes of meetings accurately record how governors are holding leaders to account.	CoG	GB Meetings	Second half of autumn term	Minutes of GB meetings are fit for purpose and provide robust evidence over time of the challenge provided by governors to school leaders.	Trustee monitoring	☐

4.14 Implement the monitoring and evaluation schedule (**4.4**) to ensure governor activities are well planned and coordinated.	CoG	Governor monitoring visits	Second half of autumn term	Governors' monitoring is rigorous and tightly focused on the Key Areas for Improvement. Governors have an accurate understanding of the school's progress against each of the Key Areas for Improvement.	Trustee monitoring Project Board	☐ ☐
4.15 Governors track the impact of additional funding e.g. SEND/Pupil Premium against pupils' progress.	FGB	Governor Monitoring	Half termly	Additional funding is well used and there is demonstrable evidence of impact on pupils' progress.	GB Reports to Trustees SIA visits	☐
4.16 Develop a self-evaluation report regarding the improvements in the quality of governance and the resulting impact.	CoG	GB Meetings	Termly	Improvements made by the GB are clearly evident and information is used to inform stakeholders about the school's progress.	Project Board School reviews	☐
4.17 Develop a secure area on school's website to maintain an evidence base of the impact of improved governance over time.	CoG	Meeting time	Second half of autumn term	A record of the work of the governing body is held centrally and is accessible to Trustees, all governors and SLT.	Project Board	☐
4.18 Seek feedback from key stakeholders on the impact of strengthened governance.	CoG	GB Meeting time	Half termly	Parents, staff and pupils are informed of the work and impact of the GB and Information is used to make any necessary changes.	Trustee monitoring	☐