

Herts for Learning Ltd

On behalf of

HERTFORDSHIRE COUNTY COUNCIL

Roman Way First School

Burns Way, Royston, Hertfordshire, SG8 5EQ

Unique Reference Number: 117332

School Inspection Number: 10031570

DfE Number: 919/2421

Inspection Dates: 4th July–16th November 2017

LA STATEMENT OF ACTION

December 2017



Introduction

Hertfordshire County Council (HCC) commissions **Herts for Learning (HfL)** to deliver the statutory school improvement functions of the **Local Authority (LA)** by providing a robust and high quality school improvement and advisory service. Herts for Learning (as the former LA school improvement service) is well placed to support the school throughout the period of the plan and beyond. There are clear, well-established and effective procedures for supporting schools placed in Ofsted categories. The key points of contact between the two organisations are the Senior Education Manager for HCC and the Education Services Director (Primary) (ESD) for HfL.

All schools in an Ofsted category are supported by an Action Group (AG), which is established and led by a senior HfL adviser linked to the school. The AG can draw on expertise from across the school improvement service, both within HCC and HfL, as needed, including safeguarding, governance, finance, personnel and curriculum, as well as school leadership and management.

Description of the School

Roman Way First School is a slightly smaller than average-sized primary school with 246 pupils on roll. The school provides two part-time sessions in its nursery class, one in the morning and one in the afternoon. The school is in the process of expanding to two forms of entry starting in September 2016. Children attend the Reception class full-time from September of the year in which they reach statutory school age. The proportion of disadvantaged pupils is similar to the national average. Most pupils are of White British origin. A very small proportion of pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below the national average.

LA awareness of the issues at Roman Way First School

The school's previous section 5 inspection was in May 2013. Inspectors judged the overall effectiveness of the school to be 'good'. All key areas were also judged to be 'good'.

The following areas for improvement were identified:

- Improve teaching so that more is outstanding through ensuring that:
 - work is matched closely to pupils' ability levels, especially to challenge the more able pupils
 - lessons always move at a brisk pace so that all pupils are fully involved in learning and have plenty of opportunities to practise and develop their skills
 - teachers' marking in books consistently gives pupils clear guidance on how to improve their work, and they are routinely given the opportunity to respond.

- Strengthen leadership and management by ensuring that all leaders regularly check how well pupils are doing by looking at lesson planning and work in pupils' books, checking progress data and observing teaching.

The local authority, through Herts for Learning, provided support by:

- delivering training for leaders, teachers and teaching assistants
- providing guidance from teaching and learning advisers, early years advisers, governance and HR officers
- offering a wide menu of professional development opportunities through its CPD programme.

The effectiveness of this LA support was evaluated by:

1. The Hertfordshire Improvement Partner (HIP) through at least termly visits and through close liaison with the District School Effectiveness Adviser (DSEA)
2. The Education Services Director (primary) (ESD), who monitored and evaluated reports from the above and reviewed progress termly
3. A departmental group of senior officers and advisers who evaluated progress and judged the effectiveness of the LA's actions
4. Hertfordshire County Council (HCC) who evaluated progress and judged the effectiveness of Herts for Learning's work with schools.

Support for the school in preparing and monitoring the implementation of its improvement plan

- On behalf of the LA, HfL advisers have been supporting the school to prepare its revised improvement plan.
- The LA has brokered additional school improvement and advisory expertise from Herts for Learning. This will provide effective support for the school until it becomes a sponsored academy and beyond that time, if the sponsoring academy trust so decides.
- The action group, chaired by a senior HfL adviser, will monitor the impact of the school's improvement plan and the effectiveness of the support provided.
- A senior school effectiveness adviser, the acting headteacher and chair of the governing body have oversight of the of the school's revised improvement plan.
- The LA is satisfied that the agreed revised improvement plan addresses the priorities outlined in the recent Ofsted report.

EXERCISE OF LA POWERS - Scope for closure, federation or change of status to academy school

Roman Way First School is located in the Royston town primary planning area (3.1.1) where there are four first schools and one catholic primary school, between them currently offering a total of 240 permanent reception places.

The county council permanently expanded Roman Way and Tannery Drift first schools each by 0.5 forms of entry (FE) in 2016 to meet a rising need and ensure all local children could access a reception place.

The latest (Interim summer term 2017) forecast for Royston town is shown in the table below:

3.1.1	ROYSTON TOWN		2017/18 SUMMER INTERIM FORECAST - PRIMARY SCHOOLS					
School No	SCHOOL	SCHOOL ADMISSIONS 2017	2015/16 ACTUAL	2016/17 ACTUAL	2017/18 FORECAST	2018/19 FORECAST	2019/20 FORECAST	2020/21 FORECAST
82	Icknield Walk First School	60	60	60				
83	Tannery Drift	60	47	57				
84	St Mary's RC Primary	30	30	31				
85	Studlands Rise First	30	30	30				
86	Roman Way First	60	43	43				
	Actual Number on Roll		210	221				
	Number of Reception Places Available	240			240	240	240	240
	Demand				225	213	215	263
	Surplus/Shortage				15	27	25	-23
	% Surplus/Shortage				6.3%	11.3%	10.4%	-9.6%
	No of FE				0.5	0.9	0.8	-0.8

The forecast indicates a current surplus capacity at reception but with a rise in demand in 2020/21 resulting in a shortage of just under 1FE. The forecast increase in the 2020/21 cohort is supported by the GP registration data of actual 0 to 4 year olds currently living in Royston.

The County Council is monitoring demand closely and will formulate strategies to ensure sufficient school places are made available to meet demand for September 2020.

There are a few surplus places across the year groups in the town currently, with Roman Way & Tannery Drift offering 45 places in the relevant year groups from Year 1 onwards. Numbers currently on roll (School Census Autumn 2017):

School Name	PAN 2017	R	1	2	3	4	5	6
Icknield Walk First School	60	60	60	60	61	60		
Roman Way First School	60 (from 2016)	43	43	44	40	44		
St Mary's RC Primary School	30	29	31	31	28	30	25	28
Studlands Rise First School	30	30	30	30	31	29		
Tannery Drift First School	60 (from 2016)	60	59	47	45	38		

In light of the current school population in Royston and the rise in forecast demand from 2020, the County Council is keen to maintain the current level of capacity available across the town to meet the needs of the local community.

Given this context, it is considered all primary places currently available across the area are required to meet forecast need for the future.

Therefore, to ensure there is sufficient capacity to meet the demand for primary places in the area, the LA will take action to support the school to become a sponsored academy.

Summary of actions by the LA prior to and after the inspection

Given the context outlined above, additional support from the LA (through HfL) began immediately after the inspection. This has included:

- the provision of information, immediately after the inspection, to the headteacher and the governing body about procedure for schools judged inadequate including the statutory guidance relating to the Secretary of State's duty to issue an academy order within five days of the final inspection report being received
- the immediate provision of advice to ensure that the school took swift and robust action to address the safeguarding issues identified by the inspection team
- training specifically targeted to address safeguarding issues identified through the inspection
- support with all aspects of school self-evaluation, including tracking pupil progress and the monitoring of teaching and learning. Substantial support is being provided through the Hertfordshire Support Programme (HSP), by Teaching and Learning Advisers (TLAs), the District School Effectiveness Adviser and a Senior School Effectiveness Adviser (see details below)
- targeted support for identified members of staff
- swift and substantial help with school improvement planning:
 - (i) The HIP to draft, with the acting headteacher and SLT, a revised school improvement plan clearly setting out the intended outcomes and management actions required to bring them about.
 - (ii) DSEA and SSEA to scrutinise and agree the school's draft revised improvement plan.
- advice on managing the press and other communications
- organisation of, and attendance at, a meeting for parents to inform them about the LA's procedures and the implications of the school being judged inadequate and being placed in serious weaknesses.

The LA's support to facilitate the school's change of status to sponsored academy

- The LA is committed to taking all reasonable steps to facilitate the sponsorship of the school by an academy trust by a date determined by the Regional Schools Commissioner (RSC). In order to fulfil its duties to facilitate conversion the LA will:
 - provide reasonable and timely access to the sponsor identified by the RSC and its agents, to information necessary for the conversion and for access to the school premises in furtherance of the conversion process
 - provide data and information, including where appropriate, information on pupil performance and tracking data
 - drafting of, and agreement on, a Commercial Transfer Agreement, ensuring it outlines historic and future liabilities, staff and asset information and contracts and agreements
 - arrange for the transfer of any existing contracts that the academy trust will continue with post-opening
 - provide financial information, including budget statements, internal school budget information and audit reports
 - provide land information, including a site plan, details of any shared use and land registration documentation
 - agree land and building arrangements with the academy trust and conclude any shared use agreements
 - complete the land transfer to the academy trust using the DfE model lease
 - complete the TUPE process, including the informal and formal consultation with staff and union representatives in a timely manner
 - provide information on staff to the academy trust in good time to allow for due diligence
 - provide information on pension arrangements for teaching and non-teaching staff to the academy trust.
- Immediately after the inspection, advice and information was given to the governing body about the statutory guidance in the DfE's SCC guidance relating to schools that require significant improvement (serious weaknesses).
- The LA liaises closely with the RSC and will support his decision regarding a suitable sponsor, whoever that may be.

Further Action proposed by the LA

- The Education Services Director (primary) will liaise closely with the RSC, a representative from the DfE and the agreed sponsor to ensure swift sponsorship.
- HCC will ensure relevant LA departments prioritise the sponsorship process and ensure full co-operation with the identified academy sponsor in order to facilitate the school's swift change of status to 'academy' by the target date, or sooner.
- A senior adviser will co-ordinate the support provided by the LA team and support in the handover to becoming a sponsored academy.
- A senior adviser will continue to work intensively with the leadership of the school to oversee the implementation of the school's improvement plan, and the integration of LA support.
- A LA action plan follows this statement. It summarises the LA actions and links with the school's improvement plan. It will form the basis for the LA's support for school improvement while the school remains a maintained setting.
- The effectiveness of the LA support will be evaluated against the success criteria outlined in the plan. More detailed targets are embedded within the school's revised improvement plan.
- In particular, the effectiveness of LA support will be evaluated by: -
 - the senior adviser (SSEA) through regular monitoring visits and action group meetings
 - the Education Services Director (primary), who will monitor and evaluate reports from the above and review progress half-termly with the SSEA
 - HCC, which will evaluate progress and judge the effectiveness of HfL's actions. This monitoring takes place termly between the Senior Education Manager (HCC) and the ESD (primary) (HfL).

- The effectiveness of the LA support will be judged against the successful meeting of the success criteria, or progress towards them, for each improvement priority.
- If the school has not already converted to academy status by the beginning of the summer term 2018, the LA will formally review the school's progress. This review will be carried out by a review team consisting of two LA advisers independent of the school.
- The LA is confident that the resources currently available to the school, as detailed at the end of this plan, are sufficient to meet the requirements of the Statement of Action.

The commitment of the LA

While the school remains maintained, the LA is committed to: -

- monitoring robustly, including through unannounced checks, the school's safeguarding procedures
- monitoring directly and indirectly the quality of teaching and other aspects of the plan where indicated, at least half-termly
- advising on setting targets to set aspirational targets for the improving the effectiveness of teaching
- leading school-based INSET and support, and providing access to other training for teaching and support staff
- advising the governing body and leadership team on their leadership and management roles
- advising and supporting the governors in developing and undertaking their roles
- supporting the school in its own efforts to evaluate the quality of provision
- evaluating progress and feeding back to staff, managers and governors
- underwriting additional expenditure to ensure the quality and continuity of support for managers and subject leaders
- advising, as necessary, on the appointment of new staff
- providing advice and support during the process of sponsorship.

Target Date for Securing Improvements

The school will close when it becomes a sponsored academy. Until such time, the LA is committed to ensuring rapid improvement. The LA's action plan will support the school to make good progress against the key issues during the period leading up to its change of status. The commitments listed above will enable the school to make sufficient progress to ensure that it no longer requires significant improvement and would be ready to be removed from serious weaknesses and judged good at inspection by December 2019. This plan below is based on four terms of improvement in the lead up to the school becoming a sponsored academy.

Summary of key issues identified

Priority 1

Urgently improve the safeguarding arrangements in the school by:

- undertaking all appropriate statutory checks on staff
- ensuring that leaders, staff and governors understand the most recent safeguarding guidance and safer recruitment practices
- making sure that all adults who work in the school are appropriately trained in the school's own safeguarding systems and processes
- continuing to review and ensure that referrals to external agencies are timely and effective in getting pupils, and their families, the right help when they need it.

Priority 2

Rapidly increase the capacity and quality of leadership and governance by:

- ensuring that leaders have clarity about their roles and responsibilities and adequate time and support to fulfil them
- making sure that there are well-embedded school-wide systems to improve, and monitor, standards in attendance, behaviour and achievement, and that these are used effectively by leaders and staff
- pinpointing suitable benchmarks, including national figures, so that the impact of planned actions can be measured and improvements to the quality of provision can be effectively reviewed
- ensuring that governors hold leaders to account for standards across the school, the effectiveness of safeguarding and the impact of the pupil premium funding on outcomes for disadvantaged pupils.

Priority 3

Improve the quality of teaching, learning and assessment in key stages 1 and 2 by:

- ensuring that teachers have a thorough understanding of what pupils know and can do, so that they plan activities that match their abilities
- providing better quality guidance to teachers about the strategies required to support pupils who have SEN and/or disabilities
- ensuring that lessons engage pupils with their learning so that they remain focused and make good progress.

Priority 4

Continue to raise standards in the early years by:

- supporting children, especially boys and the most able children, to make rapid progress in their early development of reading and writing skills
- developing the outdoor environment so that it is a space that supports the learning and progress of children in a creative and interesting way.

Hertfordshire Support Programme – Strategic Plan for addressing the areas for improvement recorded in the Ofsted inspection report

Evaluation schedule

What?	Who?	When?	Notes
LA review – to review progress against areas for improvement	Two advisers not linked to the school	First half of the summer term 2018	Focussed on progress towards the key priorities from inspection
Planned activities to check progress against objectives	<ul style="list-style-type: none"> • AG meetings • Stocktake activities • Safeguarding check (unannounced) • Joint Annual Review visit (JARV) with safeguarding check • Progress review with further safeguarding check • SSEA (Senior school effectiveness adviser) oversight every three weeks (onsite as necessary) • SSEA monitors all reports from other LA advisers and adjusts support in the light of reports 	<p>Half termly</p> <p>Approximately three weekly</p> <p>February 2018</p> <p>Spring term 2018</p> <p>Summer term 2018</p> <p>Three weekly from spring term</p> <p>As reports are issued</p>	Stocktake activities to be planned ahead to make sure they are fit for purpose; other visits in line with HIP programme; action group meetings to hold school and advisers to account and to adjust support as necessary
Cross-team HfL/HCC meetings	Senior Education Manager HCC, Managing Director HfL, ESD (primary), HfL	Termly	
Oversight by ESD	Meetings between Deputy Team Leader (East) (SSEA) meeting and ESD (primary)	Termly	

Key Personnel

Name	Position	Responsibilities
Pat Baxter	Acting headteacher (AHT)	Ensure that the success criteria in the statement of action are met and annotate the school's plan and self-evaluation documentation accordingly Ensure that all school staff engage with the support
Julie Inwood	Chair of the governing body (C of G)	Report to the LA and action group on the impact of the school's progress towards the actions in the statement of action and in the school's improvement plan
Patrick McAteer	Senior Education Manager, HCC (SEM)	Monitor the progress made by the school and provide regular reports to the Director of Children's Services, and elected Members
Jeremy Loukes Judith Sumner	Deputy Team Leader (east), HfL (SSEA) District School Effectiveness Adviser, HfL (DSEA)	Monitor and evaluate the school's progress against the areas for improvement in the Ofsted report (and the statement of action) Challenge the school where progress is not urgent enough Align the support provided for maximum effect and broker additional support where needed Hold the headteacher, TLAs and other partners to account all for their actions and the impact of them
Tracy Warner	Education Services Director (primary), HfL (ESD)	Hold all partners to account for the school's progress towards the areas for improvement identified in the inspection report

<p>Improvement Priority 1</p> <p>Urgently improve the safeguarding arrangements in the school by:</p> <ul style="list-style-type: none"> ■ undertaking all appropriate statutory checks on staff ■ ensuring that leaders, staff and governors understand the most recent safeguarding guidance and safer recruitment practices ■ making sure that all adults who work in the school are appropriately trained in the school's own safeguarding systems and processes ■ continuing to review and ensure that referrals to external agencies are timely and effective in getting pupils, and their families, the right help when they need it. 	<p>Improvement Priority 1: Key entitlements by end of January 2018:</p> <ul style="list-style-type: none"> • All aspects of safeguarding meet statutory requirements. The most up-to-date safeguarding policies and procedures are understood and followed closely by all staff. • All staff and governors will have received training on all elements of safeguarding. As a result, governors take effective action, in line with their responsibilities, to check that pupils are safe. 	<p>Evaluation:</p> <p>Stocktake activities (termly): Feb 2018; April 2018; June 2018</p> <p>Action group meetings (half termly): Jan 2018; Mar 2018; May 2018; June 2018; Sept 2018; Nov 2018</p> <p>Unannounced review of safeguarding procedures – February 2018; reported to governing body and ESD - primary</p> <p>Full independent LA review in the second half of the summer term 2018 reported to the governing body and ESD (primary)</p>
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What will success look like against this key issue? / milestones

Start/Review Dates	Success Criteria
By the end of spring term 2018	<ul style="list-style-type: none"> • Rigorous and robust systems for safeguarding are established • All staff are trained in school systems and use them effectively • All governors are trained in safeguarding and undertake their statutory duties • Revised school improvement plan in place and enacted • Unannounced LA check confirms that all statutory safeguarding requirements are met
By the end of summer term 2018	<ul style="list-style-type: none"> • Robust safeguarding systems and training for all staff, including for any new staff, are maintained • Clear evidence that governors are routinely checking pupils are safe (half-termly) • All governors have received training to enable them to hold leaders to account effectively • LA review judges the safeguarding culture to be robust and progress against this area for improvement to be good
By the end of autumn term 2018	<ul style="list-style-type: none"> • Robust safeguarding systems and training for all staff, including for any new staff, are maintained and are increasingly effective • Clear evidence that governors are routinely checking that systems ensure that pupils are safe • Governors continue to have a good understanding of their roles. They use school development planning and effective evaluation to hold leaders fully to account
By the end of spring term 2019	<ul style="list-style-type: none"> • Robust safeguarding systems and training for all staff, including for any new staff, are maintained • Clear evidence that governors are routinely checking pupils are safe (half-termly) • Governors continue to have a good understanding of their roles. They use school development planning and effective evaluation to hold leaders to account fully • Good practice embedded in school systems and procedures

Actions: Urgently improve the safeguarding arrangements in the school by:		HfL/HCC lead	School lead	Resources	Start/end date of action	Monitoring			
						When?	Who?	How?	Reported to
1.1	<p>undertaking all appropriate statutory checks on staff:</p> <ul style="list-style-type: none"> • Check that recruitment procedures are sufficiently robust and requirements in current Keeping Children Safe in Education (KCSiE) document and Safe 	SSEA/DSEA A	Acting headteacher/ DSL/C of G/ safeguarding governor/ training governor	SSEA/DSEA time as part of 4 days allocated support/ monitoring £4920	By January 2018 and then ongoing	January 2018 then see dates above including SSEA oversight three weekly Unannounced review of	HT, C of G, safeguarding governor, SSEA, HIP (as required)	SSEA /DSEA oversight – on site or remotely three weekly for the life of this plan – to include: Check on SCR and safeguarding paperwork	Action group ESD Governing Body

	<p>Staffing Regulations are met</p> <ul style="list-style-type: none"> • Check that the SCR is kept up-to-date • check all contractors have been thoroughly checked or that they are accompanied at all times while on the school premises • Check that no disqualified or prohibited people have been employed 					<p>safeguarding procedures Feb. 18</p> <p>Monitoring by safeguarding governor – termly</p> <p>Each HIP/DSEA/SEA visit – check of SCR where updates have taken place</p>		<p>Check on recruitment procedures; checks on practices relating to prohibition from teaching and contractors</p> <p>Check safeguarding governor’s notes of visits</p> <p>Check training records and CPD records for all staff</p> <p>Scrutiny of policies to ensure they meet statutory requirements and that all staff have a thorough understanding of their roles regarding safeguarding</p> <p>Check training plans for induction and refresher training for all staff</p> <p>Safeguarding review (including SCR, CP policies and H&S)</p> <p>LA review of progress against areas for improvement</p>	
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1.2	<p>ensuring that leaders, staff and governors have understood the most recent safeguarding guidance and safer recruitment practices</p> <ul style="list-style-type: none"> Establish a safeguarding team comprising key personnel in the school, and create a schedule of ongoing checks of the effectiveness of practice Governors undergo sufficient training to enable them to ensure that all statutory requirements are met and that they fully understand their roles and responsibilities Coach and mentor key governors so that they have an effective oversight of safeguarding systems and that they thoroughly monitor leaders' arrangements for safeguarding Safeguarding governor meets with the school safeguarding team on a half termly basis to ensure that statutory requirements are being met Commission an 	SSEA/DSE A and governance adviser	Acting headteacher/ DSL/C of G/ safeguarding governor/ training governor/ for all actions	2 days governance adviser time £1230	January 2018 then ongoing	January 2018 then see dates above including SSEA oversight three weekly Monitoring by safeguarding governor – termly	Governance adviser, C of G & SSEA	<p>SSEA oversight three weekly for the life of this plan – to include:</p> <p>scrutiny of GB minutes and training records</p> <p>review safeguarding gov monitoring records</p> <p>external review of governance report</p> <p>Outcome of unannounced review of safeguarding</p> <p>LA review summer 2018</p>	Action group ESD Governing Body
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	<p>external review of governance and ensure actions from the review are implemented</p> <ul style="list-style-type: none"> Safeguarding to be a standing agenda item at GB meetings and staff meetings. Minutes confirm governors have checked all statutory requirements are met and that governors follow up on the responses they receive when challenging school leaders. 								
1.3	<p>making sure that all adults who work in the school are appropriately trained in the school's own safeguarding systems and processes</p> <ul style="list-style-type: none"> Ensure all staff receive annual safeguarding training Ensure all staff receive regular, routine reminders about best practice in safeguarding and demonstrate their thorough understanding All new staff receive safeguarding training as part of the induction programme 	SSEA	Acting headteacher/ DSL/ C of G/ safeguarding governor/ training governor/ for all actions	None in addition to SSEA monitoring time accounted for above	Commencing in January 2018 and embedded in routine practice thereafter	January and at each visit thereafter	SSEA CPSLO HIP DSEA	<p>For all actions against priority 1.3:</p> <p>SSEA oversight three weekly for the life of this plan – to include pupil and staff interviews; evaluation of training records; scrutiny of GB meeting minutes</p> <p>LA review autumn summer 2018.</p>	Action group ESD Governing Body
1.4	continuing to review and ensure that referrals to external agencies are timely and effective in	CPSLO	DSL	CPSLO training	Commencing in January 2018 and embedded in	January and at each visit thereafter	SSEA CPSLO HIP DSEA	Review of referrals and general record keeping	Action group ESD Governing Body

<p>getting pupils, and their families, the right help when they need it.</p> <ul style="list-style-type: none"> • Check that the DSL/leaders routinely evaluate the quality of referrals and safeguarding records. 				<p>routine practice thereafter</p>					
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<p>Improvement Priority 2</p> <p>Rapidly increase the capacity and quality of leadership and governance by:</p> <ul style="list-style-type: none"> • ensuring that leaders have clarity about their roles and responsibilities and adequate time and support to fulfil them • making sure that there are well-embedded school-wide systems to improve, and monitor, standards in attendance, behaviour and achievement, and that these are used effectively by leaders and staff • pinpointing suitable benchmarks, including national figures, so that the impact of planned actions can be measured and improvements to the quality of provision can be effectively reviewed • ensuring that governors hold leaders to account for standards across the school, the effectiveness of safeguarding and the impact of the pupil premium funding on outcomes for disadvantaged pupils. 	<p>Priority Target 2: Key entitlements by December 2019</p> <ul style="list-style-type: none"> • Subject leaders have a good understanding of their roles, and effectively assist senior leaders in driving improvements • Leaders adopt a systematic approach to monitoring pupils' outcomes, attendance and behaviour, and respond promptly to the findings. • Robust evidence demonstrates the impact of the actions of senior and subject leaders • Behaviour is managed consistently and effectively • Communication between staff and parents about the school's approach to managing behaviour is clear and effective • Leaders check pupils' progress against that achieved nationally from different starting points • Pupils reach the school's declared attendance target, and attainment and progress targets as set out in the school's revised improvement plan • The proportions of pupils reaching and exceeding age related expectations at the end of key stage 1 are at least in line with national averages in reading, writing and mathematics • Minutes of meetings of the governing body illustrate the high level of challenge provided to leaders. Minutes refer specifically to the effectiveness of the spending of pupil premium funding, safeguarding and outcomes of pupils, including disadvantaged pupils • Leadership and management are judged to be at least good 	<p>Evaluation:</p> <p>Stocktake activities (termly): Feb 2018; April 2018; June 2018</p> <p>Action group meetings (half termly): Jan 2018; Mar 2018; May 2018; June 2018; Sept 2018; Nov 2018</p> <p>Unannounced review of safeguarding procedures – Feb. 2018; reported to governing body and ESD (primary)</p> <p>Full independent LA review in the second half of the summer term 2018 reported to the governing body and ESD (primary)</p>
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What will success look like against this key issue? / milestones

Start/Review Dates	Success Criteria
End of spring term 2018	<ul style="list-style-type: none"> Minutes of meetings of the governing body illustrate the high level of challenge provided to leaders. Minutes refer specifically to the effectiveness of the spending of pupil premium funding; to safeguarding and outcomes of pupils, including disadvantaged pupils. Communication between staff and parents about the school's approach to managing behaviour is clear and effective. Leaders check pupils' progress against that achieved nationally from different starting points.
End of summer term 2018	<ul style="list-style-type: none"> Progress against this area for improvement is judged to be 'good' in the planned LA review. The proportions of pupils reaching and exceeding age related expectations at the end of key stage 1 are at least in line with national averages in reading, writing and mathematics. Subject leaders have a good understanding of their roles, and effectively assist senior leaders in driving improvements. Pupils' attendance reaches the target set in the school's revised improvement plan. Behaviour is managed consistently and effectively.
End of autumn term 2018	<ul style="list-style-type: none"> Leaders adopt a systematic approach to monitoring pupils' outcomes, attendance and behaviour, and respond promptly to the findings. Parents and staff report an improvement in the effectiveness of the management of pupils' behaviour.
End of spring term 2019	<ul style="list-style-type: none"> Robust evidence demonstrates the impact of the actions of senior and subject leaders. Evidence substantiates that leadership and management are at least good. Governors hold leaders fully to account for pupils' outcomes, taking in to account pupils' achievement nationally. Leaders and governors have a clear picture of the school's performance as a result of accurate self-evaluation. Leaders and governors plan precisely for future development on the basis of accurate evaluation.

Actions:		HfL lead	School lead	Resources	Start/end date of action	Monitoring			
2. Rapidly increase the capacity and quality of leadership and governance by:						When?	Who?	How?	Reported to
2.1	<p>ensuring that leaders (including senior leaders and governors) have clarity about their roles and responsibilities and adequate time and support to fulfil them</p> <ul style="list-style-type: none"> Acting headteacher to put in place a defined 	SSEA/DSEA	Acting headteacher	<p>Training by TLA (costs included in 3.1)</p> <p>Existing HIP SLA agreement and additional 8 days SSEA</p>	January 2018 and ongoing training and refinement to practice	HIP visits during the spring and summer terms	HIP	<p>Joint activities with the HIP during the JARV and progress visit</p> <p>Scrutiny of subject and senior leaders' monitoring</p>	Action group ESD Governing Body

	<p>schedule for middle leader release time so that leaders have time to carry out their monitoring and evaluation duties</p> <ul style="list-style-type: none"> Put in place a programme of training for subject leaders so that they have the skills to accurately monitor provision Subject leaders routinely report to the GB on the quality of provision (at least half-termly) Moderate leaders' judgements on the quality of provision through joint monitoring activities with SSEA/HIP Provide training for subject leaders to include (i) the development of self-evaluation skills (ii) subject development prioritisation and planning, and (iii) noting the impact of actions taken Provide training for senior leaders to enable them to effectively hold middle leaders to account 			<p>support listed against priority 1</p> <p>Up to 5 days' supply costs for release £1000</p> <p>2 days governance adviser support £1230</p>		<p>Stocktake activities</p>	<p>SSEA/DSEA</p>	<p>documentation and self-evaluation documentation</p> <p>Interviews with subject leaders</p> <p>Review of records from moderation activities</p> <p>Scrutiny of GB meeting minutes</p> <p>LA review summer 2018</p> <p>As above</p>	
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	<ul style="list-style-type: none"> Support the acting headteacher to establish a strategic overview of school leadership activities (in order to coordinate/manage support and SLT activity) 								
2.2	<p>Making sure that there are well-embedded school-wide systems to improve, and monitor pupils' attendance, behaviour and outcomes, and that these are used effectively by leaders and staff</p> <ul style="list-style-type: none"> Support leaders to set up rigorous systems for recording monitoring and for ensuring the outcomes of monitoring for all subjects and attendance are acted upon swiftly and systematically Support leaders to set up rigorous systems for promoting parental engagement, especially with regard to behaviour and attendance, and ensure clear systems for communication Check that school development planning is based on accurate 	SSEA	Acting headteacher	Training for acting headteacher by DSEA 2 days £1230	January 2018 with follow-up training tailored according to need	HIP visits – JARV and progress review	HIP	<p>HIP visit to include:</p> <p>scrutiny of leaders' self-evaluation and monitoring documentation, data analysis, spot checks on assessments to moderate judgements, interviews with leaders, scrutiny of minutes of GB meetings</p> <p>LA review summer 2018</p>	Action group ESD Governing Body
						Stocktake activities	SSEA/DSEA		

	<p>and effective self-evaluation informed by robust monitoring, measurable success criteria and interim milestones</p> <ul style="list-style-type: none"> Moderate leaders' judgements on the quality of teaching through joint monitoring with the SSEA/DSEA/TLAs/HIP Leaders track the impact of the actions taken and report this routinely to governors, including the supporting evidence 								
2.3	<p>Pinpointing suitable benchmarks, including national figures, so that the impact of planned actions can be measured and improvements to the quality of provision can be effectively reviewed</p> <ul style="list-style-type: none"> HfL to train leaders and governors in how to use relevant benchmarks 	HfL assessment lead	Acting headteacher	Training for acting headteacher and governors from HfL assessment leader Half day £350	Spring term	During HIP visits – JARV and progress review and standards visit	HIP	Check leaders' understanding of the school's performance against the national picture (from pupils' starting points)	Action group
						Stocktake activities	SSEA	Review minutes of meetings of the governing body. Check for the school's targets and ambition against the national picture using ASP and the IDSR for	ESD Governing Body

								2017	
2.4	<p>ensuring that governors hold leaders to account for standards across the school, the effectiveness of safeguarding and the impact of the pupil premium funding on outcomes for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Governance team to provide training for governors on roles and responsibilities; holding school leaders to account; gathering evidence first-hand; HT performance appraisal process. • Ensure that thorough, evidence based evaluation of progress against the school development plan is a standing agenda item in the minutes of GB meetings together the responses received and follow up actions 	SSEA		Training from governance adviser (costed in 2.1)	Spring term	Stocktake activities	SSEA	Review of minutes of meetings of the governing body	Action group ESD Governing Body

<p>Improvement Priority 3</p> <p>Improve the quality of teaching, learning and assessment in key stages 1 and 2 by:</p> <ul style="list-style-type: none"> ensuring that teachers have a thorough understanding of what pupils know and can do, so that they plan activities that match their abilities providing better quality guidance to teachers about the strategies required to support pupils who have SEN and/or disabilities ensuring that lessons engage pupils with their learning so that they remain focused and make good progress. 	<p>Priority Target 3: Key entitlements by December 2019</p> <ul style="list-style-type: none"> pupils to reach end of year attainment and progress targets as outlined in the school's revised improvement plan the quality of teaching, learning and assessment is consistently good pupils' outcomes are good or better teachers use assessment well in order to ensure that work is well-pitched teachers support pupils with SEND effectively so that they make good progress all groups of pupils are consistently well-engaged in lessons 	<p>Evaluation:</p> <p>Stocktake days (termly): Feb 2018; April 2018; June 2018</p> <p>Action group meetings (half termly): Jan 2018; Mar 2018; May 2018; June 2018; Sept 2018; Nov 2018</p> <p>Full independent LA review in the second half of the summer term 2018 reported to the governing body and ESD (primary)</p>
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What will success look like against this key issue? / milestones

Start/Review Dates	Success Criteria
End of spring term 2018	<ul style="list-style-type: none"> The SENCo has implemented what has been learnt through training. Teachers are able to explain and justify their approach to planning challenging and relevant work. Teachers focus more precisely on the needs of pupils with differing needs.
End of summer term 2018	<ul style="list-style-type: none"> Provision for pupils who have SEND meets their needs. Observation of teaching and learning, and scrutiny of records of pupils' behaviour confirm that pupils are engaged Teachers have a good understanding of, and respond to, pupils' assessment information. Pupils' outcomes at the end of Year 2 illustrate an improvement on 2017 outcomes and are in-line with targets set out in the school's revised improvement plan. Senior Education Manager (HCC) and the ESD (primary) (HfL) Senior Education Manager (HCC) and the ESD (primary) (HfL)
End of autumn term 2018	<ul style="list-style-type: none"> Teachers use assessment well in order to ensure that work is well-pitched. Pupils' outcomes are good. Teachers are able to demonstrate/illustrate progress made by pupils who have SEND.
End of spring term 2019	<ul style="list-style-type: none"> Teachers have a thorough understanding of what constitutes effective teaching. Pupils are on track to reach end of year attainment and progress targets as outlined in the school's revised improvement plan. The quality of teaching, learning and assessment is consistently good. Pupils' outcomes are good or better. Teachers support pupils with SEND effectively so that they make good progress. All groups of pupils are consistently well-engaged in lessons.

Actions:		HfL lead	School lead	Resources	Start/end date of action	Monitoring			
3. Improve the quality of teaching, learning and assessment in key stages 1 and 2 by:						When?	Who?	How?	Reported to
3.1	<p>ensuring that teachers have a thorough understanding of what pupils know and can do, so that they plan activities that match their abilities –</p> <ul style="list-style-type: none"> • Provide training for teachers to include use of prior attainment information, planning work which is relevant and challenging. This will include generic staff meetings and tailored training for individual teachers as appropriate. • Establish a delivery plan for English and mathematics training to be overseen by the acting headteacher 	SSEA	Acting headteacher SLT	<p>Training from TLAs - 8 days English 8 days mathematics £9840</p> <p>Release teachers from class to engage in training £2000</p>	Spring term and continues throughout the life of this plan	As part of HIP visits during the spring and summer terms	HIP	<p>Observation of teaching and learning</p> <p>Scrutiny of pupils' books and assessment data</p>	Action group ESD Governing Body
						During stocktake activities	SSEA	As above	
3.2	<p>providing better quality guidance to teachers about the strategies required to support pupils who have SEN and/or disabilities – bespoke training for the SENCo</p> <ul style="list-style-type: none"> • Create time and opportunity for the SENCO to carry out the 	SEN adviser	SENCo		Spring term	As part of HIP visits in the spring and summer terms	HIP	<p>Observation of teaching and learning with a focus on pupils who have SEND</p> <p>Scrutiny of SEND pupils' books and assessment information</p>	Action group ESD Governing Body

	<p>role effectively</p> <ul style="list-style-type: none"> • Training for the SENCo to include development of understanding of the role, development of a systematic approach to leading SEN in the school 			Training from SEND adviser to establish systems and procedures 2 days £1230		During stocktake activities	SSEA/DSEA	As above	
3.3	<p>ensuring that lessons engage pupils with their learning so that they remain focused and make good progress.</p> <ul style="list-style-type: none"> • Provide training as per 3.1 	SSEA	Acting headteacher SLT	Costed in 3.1	Spring term 2018 and continuing but reducing throughout the life of the plan	As part of HIP visits during the spring and summer terms	HIP	Observation of teaching and learning Scrutiny of pupils' books and performance data	Action group ESD Governing Body
						During stocktake activities	SSEA	As above	

<p>Improvement Priority 4</p> <p>Continue to raise standards in the early years by:</p> <ul style="list-style-type: none"> • supporting children, especially boys and the most able children, to make rapid progress in their early development of reading and writing skills • developing the outdoor environment so that it is a space that supports the learning and progress of children in a creative and interesting way. 	<p>Priority Target 4: Key entitlements by: December 2019</p> <ul style="list-style-type: none"> • high quality provision supports children to make rapid progress in early reading and writing, notably for boys and the most-able children • outdoor provision is engaging and supports good progress for all pupils. 	<p>Evaluation:</p> <p>Stocktake days (termly): Feb 2018; April 2018; June 2018</p> <p>Action group meetings (half termly): Jan 2018; Mar 2018; May 2018; June 2018; Sept 2018; Nov 2018</p> <p>Full independent LA review in the second half of the summer term 2018 reported to governing body and ESD (primary)</p>
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What will success look like against this key issue? / milestones

Dates	Success Criteria
End of spring term 2018	<ul style="list-style-type: none"> • Actions have been identified and begun to be implemented to address the required improvement in provision. • EY staff have received training to support children's early reading and writing. • EY staff have begun to target their teaching more precisely to address the needs of boys and the most-able children.
End of summer term 2018	<ul style="list-style-type: none"> • Observation of teaching and learning in the EY setting confirms that the most able children are being challenge. • Observation of teaching and learning in the EY setting confirms that boys are engaged, challenged and making good progress. • The proportion of children reaching a good level of development is greater than that in 2017 and in line with the proportion highlighted in

	the school's revised improvement plan.
End of autumn term 2018	<ul style="list-style-type: none"> • Observations of practice in the EY setting confirm that the quality of teaching and its impact on children's learning is good or better. • Observations note that learning in both the indoor and outdoor spaces is effective.
End of spring term 2019	<ul style="list-style-type: none"> • The proportion of children on track to attain a good level of development is in line with the target outlined in the school's revised improvement plan. • The proportion of boys on track to attain a good level of development is in line with the target outlined in the school's revised improvement plan. • Adults in the early years demonstrate effective practice in challenging all children including the most able.

Actions:		HfL lead	School lead	Resources	Start/end date of action	Monitoring			
Continue to raise standards in the early years by:						When?	Who?	How?	Reported to
4.1	<p>supporting children, especially boys and the most-able children, to make rapid progress in their early development of reading and writing skills.</p> <ul style="list-style-type: none"> • provide training for the early years leader and acting headteacher to include (i) tracking arrangements, (ii) an understanding of effective strategies to support the development of boys and the most-able children, and (iii) an understanding of effective strategies to promote children's early reading and writing skills. • Provide training for 	EY adviser	EY leader	<p>3 days training from EYFS adviser £1845</p> <p>1 day to check impact of training £615</p>	Spring term	<p>Spring term – JARV Summer term – progress review</p> <p>Stocktake activities</p> <p>Summer term</p>	<p>HIP</p> <p>SSEA/DSEA</p> <p>EY adviser</p>	<p>Through joint activities with leaders during the JARV and progress review</p> <p>Interviews with the EY leader and staff</p> <p>Half day impact check of training</p>	Action group ESD Governing Body

	early years practitioners on the topics listed above								
4.2	<p>developing the outdoor environment so that it is a space that supports the learning and progress of children in a creative and interesting way.</p> <ul style="list-style-type: none"> Provide training to include (i) guidance on effective organisation and use of the outdoor environment, (ii) effective observation of, and support for children's development (eg including challenge in activities and interaction) 	EY adviser	EY leader	Adviser training (included in costing in 4.1)	Spring term	<p>Spring term – JARV Summer term – progress review</p> <p>Stocktake activities</p> <p>Summer term 2018</p>	<p>HIP</p> <p>SSEA/DSEA</p> <p>EY adviser</p>	<p>Through joint activities with leaders during the JARV and progress review</p> <p>Interviews with EY staff Scrutiny of children's tracking information Observation of practice in the outdoor area</p> <p>Half day impact check of training</p>	Action group ESD Governing Body

Summary by key issue detailed above		
Key issue and required action	Personnel	Resource cost
Priority 1	SSEA/DSEA – 4 days	£2460
	Governance adviser – 2 days	£1230
subtotal		£3690

Priority 2	SSEA/DSEA – 2 days	£1230
	Assessment lead 0.5 days	£350
	Governance adviser – 2 days	£1230
	Release costs for staff – 5 days	£1000
subtotal		£3810

Priority 3	TLAs (4 days En, 4 days Ma)	£9840
	SEND adviser – 2 days	£1230
	Release costs for staff – 10 days	£2000
subtotal		£13070

Priority 4	EY adviser – 3 days	£2460
subtotal		£2460

Summary of other associated costs not included above			
Personnel	Action summary	Cost	Success criteria/evaluation
SSEA/DSEA	Attendance at action group meetings half termly; reports for the ESD – 6 days	£3690	School action plan is on target
	Visits to school/oversight of progress three weekly = 16 days	£9840	
Other HfL officers on behalf of HCC	Attendance at action group meetings and face to face support – 10 days	£6150	School action plan is on target
	LA Review – 3 days adviser time	£1845	
	Safeguarding check – 1 day adviser time	£615	
Clerk for action groups	8 meetings @ £305 per meeting	£2440	Action groups are recorded efficiently and accurately
Total		£24580	

Total costs	
Costs not included in action plan	£24580
Costs included in action plan	£23030
Total	£47610