

# **St Leonard's CE Primary Academy**

## **Recovery Plan**

**Period covered April – December 2019**

**Version: 5**

**Date: 24 April 2019**



		<p>cycle of self-evaluation strategies and monitoring timetable for governance; and provide coaching on how to support &amp; challenge school performance well</p> <p>Assign governors to particular sections of the action plan to focus support/quality assurance/evaluation of progress</p>	CoG	support		Govs to be assigned Monday 13 <sup>th</sup> May	May 2019	
1.2	<p><b>Pupil Premium</b> Build the capacity of school leaders, including governors, to monitor and evaluate the impact of the pupil premium grant on pupils' learning</p> <p>Governors have full knowledge and awareness of allocation, spending and impact</p>	<p>Commission an external review of the pupil premium</p> <p>GB uses the NGA Pupil Premium Guidance to self-evaluate current weaknesses</p> <p>Use external review and self-review findings to improve a) provision for disadvantaged pupils and b) the regularity and rigour of monitoring systems that measure the impact of the funding</p>	<p>CoG/Link Gov for Pupil Premium</p> <p>Link Gov for Pupil Premium</p>	£1000	May 2019	<p>External Pupil Premium review commissioned from Ken Buxton for May 2019</p> <p>CoG leads GB discussion of review findings to prioritise 'next steps'</p> <p>Clear 'plan, do, review' cycle established to enable governors to challenge PP spending proposals &amp; ensure all decisions are evidence based</p>	<p>April 2019</p> <p>June 2019</p> <p>July 2019</p> <p>To be reviewed Dec 2019, April 2020, July 2020</p>	External Review booked (12.04.19)

1.3	The website is fully compliant	Use the DfE statutory guidance to self-evaluate and revise the school's website	CoG Link Gov for Communication		May 2019	The website is fully compliant	June 2019	
1.4	Strengthen the governing body by actively securing experienced governors with a track record of supporting and challenging school improvement	Strengthen the existing Governing Body. Work with external partners. Secure a long term solution for the school i.e. <b>join a MAT</b>	CoG RSC Office		April 2019	Additional governors recruited <b>2 additional governors approached (April 2019) – an ex HT &amp; ex LA officer</b>	May 2019  May onwards	Completed subject to approval by the RSC

## Priority 2: Improve the quality and impact of leadership and management

### Success Criteria:

- School leaders, including governors, have the skills, knowledge, understanding and confidence to manage the performance of staff effectively and raise pupils' achievement
- School systems and information (assessment & tracking + monitoring evidence of teaching and learning) are accurate, valid and reliable
- Self-evaluation evidence is accurate and used effectively to accelerate the pace of change and secure positive school improvement
- Underperforming pupils, particularly in KS2, make accelerated progress and catch up
- By December 2019, pupils make good progress from their starting point and 80% reach the expected standard and 20% attain the greater depth standard
- By April 2020, pupils make good progress from their starting point and 90% reach the expected standard and 30% attain the greater depth standard
- By July 2020, pupils make good progress from their starting point and the overwhelming majority attain at the expected standard and approximately 40% attain the greater depth standard at the end of both key stages

Ref	Objectives	Specific Actions	Key Personnel	Resources and Costing	Start date	Impact Milestones with dates	Evaluation evidence
2.1	Establish accurate baseline assessment data and a valid, reliable assessment system	Following external advice: a) Investigate valid and reliable assessment & tracking systems in other local schools  b) Validate the	HT & DHT HTs from brokered schools (Brookfield Primary/Oliver Tomkins CofE School)  HT/DHT/CTs	£400 per day  Release time	April 2019	Meeting with brokered schools (to set out timetable for Term 6)  Accurate baseline is in place and	Monday 13 <sup>th</sup> May 2019  June 2019  Visit to local school by HT 01/04/19 Meeting with brokered schools 13/05/19 Visits planned 16/05/19

		<p>school's baseline data with a local school that has a similar demographic profile</p> <p>Use the information gained to:</p> <p>a) complete baseline 'gap' analyses quickly &amp; accurately, particularly for disadvantaged and SEND pupils</p> <p>b) refine the school's assessment and tracking system</p>	HT/DHT working with brokered schools			<p>validated Accurate achievement 'gaps' identified for all underperforming pupils</p> <p>Assessment and tracking system in place Communicate individual pupil data to parents</p>	<p>July 2019</p> <p>July 2019</p>	<p>and 22/05/19 by HT and DHT</p>
2.2	Establish individual and collective responsibility of all stakeholders for accelerating pupil progress and closing the gaps for specific groups e.g. SEND, disadvantaged pupils, most able	<p>Use the above 'gap analysis' to inform: Pupil Progress meetings with every teacher &amp; relevant TA to agree accelerated interventions for individual pupils and groups; and to inform PM targets</p> <p>Revise the assessment and marking policies and disseminate to relevant stakeholders</p> <p>Introduce new on-going assessment methodology</p>	<p>HT/DHT/CTs/TAs</p> <p>HT/DHT/CTs</p> <p>Brokered schools</p>	<p>Release time</p> <p>Staff Meeting</p> <p>Twilight Training</p>	<p>June 2019</p> <p>May 2019</p> <p>June 2019</p>	<p>Well matched interventions &amp; targets in place for all underperforming pupils</p> <p>High expectations &amp; clear targets agreed with all staff during PM reviews &amp; Pupil Progress meetings.</p> <p>Revised assessment &amp; marking policies in</p>	<p>July 2019</p> <p>June 2019</p> <p>July 2019</p>	

		<p>Provide linked CPD, using best practice exemplars, on how to use the new methods of formative and summative assessment to inform planning, target setting &amp; targeted interventions</p>			June 2019	<p>place and disseminated</p> <p>Gaps and misconceptions are pinpointed accurately Planning is well matched to pupils' needs and is based on effective AfL</p>	July 2019	
		<p>Establish a robust system for monitoring the implementation of revised expectations, including daily &amp; weekly activities e.g. learning walks, analyses of planning &amp; books</p>	HT/DHT		June 2019	<p>Formal and informal discussions with pupils alongside their work show that marking and feedback are deepening their knowledge &amp; understanding and that pupils' progress is accelerating</p>	July 2019	
		<p>External validation by SIP</p>	SIP	£700		<p>Records of all SSE activities are accurate &amp; demonstrate high expectations. Areas for improvement are clearly identified &amp; followed up rigorously through effective support &amp; challenge</p>	Minimum 3x per year July 2019	

2.3	Build the capacity and raise expectations of all school leaders, including governors, to use assessment information effectively to identify school improvement priorities; set targets; and hold staff, at all levels, to account	<p>Through partnership &amp; coaching activities, model effective strategies for using assessment &amp; tracking data &amp; other SSE activities to raise achievement &amp; the quality of teaching, including through robust PM</p> <p>Provide individual, pair group and whole staff CPD, as appropriate, to develop leaders' SSE skills &amp; expertise i.e. when: Evaluating data Analysing planning Analysing books Talking with pupils Observing teaching &amp; learning</p> <p>Revise school policies to reflect raised expectations of teachers and leaders</p> <p>Through partnership working, coach leaders on robust PM strategies; and on ways to monitor the accuracy of SSE activities undertaken by middle leaders</p>	<p>Partner school Swindon Teaching School HT Governors</p> <p>Link Gov for policies</p> <p>Link Gov for Performance Management</p>	<p>£1000</p> <p>£1000/Twilight/relevant courses</p>	<p>June 2019</p> <p>May 2019</p>	<p>Coaching &amp; CPD programme in place and implemented</p> <p>Records of all joint &amp; individual SSE activities are accurate &amp; demonstrate high expectations. Areas for improvement are clearly identified &amp; followed up rigorously through effective support &amp; challenge</p> <p>Non-compliance with agreed expectations and school policies is managed effectively through robust PM</p> <p>SSE activities show that pupils' progress is improving rapidly &amp; that teaching is typically good</p>	<p>Oct 2019</p> <p>July 2019</p> <p>July 2019</p>	
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### Priority 3: Improve the quality of teaching

#### Success Criteria:

- All teachers have high expectations of what pupils can achieve
- Teaching is typically good by December 2019
- Teaching is consistently good by July 2020
- By December 2019, pupils make good progress from their starting point and 80% reach the expected standard and 20% attain the greater depth standard
- By April 2020, pupils make good progress from their starting point and 90% reach the expected standard and 30% attain the greater depth standard
- By July 2020, pupils make good progress from their starting point and the overwhelming majority attain at the expected standard and approximately 40% attain the greater depth standard at the end of both key stages

Ref	Objectives	Specific Actions	Key Personnel	Resources and Costing	Start date	Impact Milestones with dates	Evaluation evidence	
3.1	Accurate Assessment for Learning (AFL) strategies are used to inform planning and targeted interventions so that pupils 'catch-up' from their different starting points	Revise the teaching and learning and assessment, marking & presentation and behaviour policies and disseminate to relevant stakeholders	HT/DHT/ CTs		June 2019	Revised policies in place and disseminated Gaps and misconceptions are pinpointed accurately Planning is well matched to pupils' needs and is based on effective AfL; including for SEND, more able & disadvantaged pupils	July 2019  September 2019	Refined behaviour policy – disseminated at staff meeting 23/04/19 KS1/2 Assemblies 24/04/19 New policy on website/Parents informed
	Marking and oral feedback enable pupils to improve their work	Provide linked CPD utilising examples of best practice from other local schools	All staff	Staff Meeting	May 2019	Formal and informal discussions with pupils alongside	September 2019	

	All teachers implement more rigorous progress expectations to enable pupils to 'catch up'	i.e. on formative assessment, target setting, marking & presentation Monitor the implementation of revised expectations, on a weekly basis	SLT		September 2019	their work show that marking and feedback are deepening their knowledge & understanding and that pupils' progress is accelerating		Monitor planning
	Further develop the role and capacity of the SENCO	Carry out SEND review/CPD/Oversight of TAs	SENCO/SENCO from brokered schools	Release time	June 2019	Review completed	July 2019	
3.2	Planning consistently meets the needs of all learners and involves contributions of TAs	Provide modelled CPD on planning, through staff meetings, using external expertise as required  Provide support and challenge for year group planning time  All planning, including for SEND pupils, is analysed weekly to ensure that expectations are implemented consistently  Analyse work in pupils' books alongside planning & pupils to check match, pupil response to feedback & presentation	Brokered schools  SLT  SLT/CTs	Staff Meetings  Twilight  Staff Meetings	June 2019  June 2019  June 2019	Planning is well matched to pupils' needs and is based on effective AfL (see above), including for all SEND, disadvantaged and more able pupils  TAs are fully involved in the learning process  Discussions with targeted pupils alongside their work & planning show that work is well matched & presented, & that lessons are deepening their knowledge & understanding  SSE, including data and work	Nov 2019  Nov 2019	

	Whole school curriculum meets the needs of all learners	Review of whole school curriculum	All staff	Staff meetings/twilights	Jan 2020	analyses, show that pupils' progress is accelerating & gaps are closing, including for SEND, more able & disadvantaged pupils  All staff involved in reviewing and implementing new curriculum	July 2020	
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Monitoring and Evaluation			
Who	When	Focus	Evidence
<ul style="list-style-type: none"> <li>Governing Body/Interim Board</li> </ul>	FGB/Committee Meetings/Governor visits	<ul style="list-style-type: none"> <li>Targeted aspects of the post Ofsted Action plan (governors assigned to key sections)</li> </ul>	<ul style="list-style-type: none"> <li>HT Reports</li> <li>External notes of visit</li> <li>Governors meeting minutes</li> <li>Governors visit reports</li> </ul>
<ul style="list-style-type: none"> <li>School Improvement Partner</li> </ul>	SIP visits	<ul style="list-style-type: none"> <li>Progress on the post Ofsted Action Plan benchmarked against the current Ofsted framework</li> </ul>	<ul style="list-style-type: none"> <li>External notes of visits</li> </ul>
<ul style="list-style-type: none"> <li>Diocese</li> </ul>	Diocese visits	<ul style="list-style-type: none"> <li>SIAMS</li> </ul>	<ul style="list-style-type: none"> <li>External notes of visits</li> </ul>