



Love for God, Life, Learning and for Each Other

## Meppershall Church of England Academy Post Ofsted Action Plan (POAP)

<b>Inspection dates</b>	<b>24/25.09.19</b>
<b>Publication of report</b>	<b>25.11.19</b>
<b>Submission of Draft Action Plan for approval</b>	<b>2.12.19</b>
<b>Approved by HMI</b>	<b>08.01.2020</b>

<b>Overall effectiveness</b>	<b>Inadequate</b>
<b>The quality of education</b>	<b>Inadequate</b>
<b>Behaviour and attitudes</b>	<b>Inadequate</b>
<b>Personal development</b>	<b>Requires Improvement</b>
<b>Leadership and management</b>	<b>Inadequate</b>
<b>Early years provision</b>	<b>Inadequate</b>
<b>Overall effectiveness at previous inspection</b>	<b>Good</b>

**Arrangements for informing Registered Parents of the proposed action and continued communication including taking their views into account.**

<b>Date</b>	<b>Event/Action</b>
<b>25<sup>th</sup> November 2019 9am</b>	Final report shared with all parents Invitation to Parent Meeting 28.11.19 7.30pm Invitation to submit questions by email before meeting on 28.11.19
<b>w/c 25.11.19</b>	Offer to any parent to meet with Headteacher for individual consultations (9 carried out to date)
	15 Emails received and acknowledged, responses collated and used to prepare for presentation to all parents.
<b>28.11.19</b>	Parent meeting attended by LA and Diocesan representatives, Governors and Staff representatives and 68 parents
<b>29.11.19</b>	Presentation slides shared with all parents
<b>w/c 2.12.19</b>	Consideration of parent suggestions and offers of help for ways forward including: Parent forum set up Governor applications Donations Offers of other help Ways to continue effective communication and progress updates on the POAP actions
<b>Ongoing</b>	Communication with parents following the Milestone Monitoring visits by LA adviser Communication through regular newsletter including celebration of successes and on website.

## Summary of Areas for Improvement and responsible person

Areas for Improvement (AFI)	AFI 1	AFI 2	AFI 3	AFI 4	AFI 5	AFI 6	AFI 7
Taken from Ofsted Report	To build sustainable capacity amongst senior leaders, staff and Governors to address the Ofsted improvement areas rapidly and effectively.	To increase the effectiveness of Governing Body so that they understand their strategic roles and responsibilities and hold leaders to account for how weaknesses in the curriculum and behaviour are being addressed.	To ensure Reading, Writing and Phonics are taught well across the school, resulting in outcomes above the National and LA results.	To develop a Curriculum throughout the school ensuring that all subjects are planned carefully, build on pupils' prior learning and develop skills, knowledge and understanding Hold staff to account for curriculum.	To ensure behaviour across school is consistently good and reinforced by high expectations from all staff.	To ensure that Pupils with SEND have access to a high-quality curriculum, and that their needs are well met.	To ensure that improvements in Early Years continue so that children develop skills, knowledge and understanding to prepare them for year 1.
Primary Link Governor	Mick Ridley	Graham Jones	Anne Parsons	Anne Parsons	Rose Oliva	Rose Oliva	Dawn Abbatt
Governor teams TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
SLT	Michelle Allen	Caroline Sledge	Caroline Sledge	Caroline Sledge	Michelle Allen	Caroline Sledge	Caroline Sledge
Member of staff	Ann Halford	N/A	N Hornsey	ALL Teachers	All staff	Consultant SENDCo	Jess Rogers
External View	Auditors	LA: Simon Crosby Diocese: Lizzie Jeanes	LA: Simon Crosby Diocese: Lizzie Jeanes	LA: Simon Crosby Diocese: Lizzie Jeanes	LA: Simon Crosby Diocese: Lizzie Jeanes	LA: S Crosby Diocese: Lizzie Jeanes	LA: S Crosby Diocese: Lizzie Jeanes

<b>Improvement Area 1</b>	<b>To build sustainable capacity amongst senior leaders, staff and Governors to address the Ofsted improvement areas rapidly and effectively.</b>				
Lead SLT :	Michelle Allen				
Team	Ann Halford				
Link Gov	Mick Ridley				
External View	S Crosby				
<b>STRENGTHS:</b> What areas of current provision do we need to build on and develop?	Headteacher has accurately identified many issues and worked hard to deal with everything New experienced Bursar in post confident in dealing with academy accounts				
<b>Improvement: what are the key actions we need to take to secure improvement?</b>	<b>Who</b> is responsible for making sure this happens? <b>(One named person)</b>	<b>What</b> resources will we need? Where will they come from? ( specific)	<b>When</b> will action be completed? DATE	<b>How</b> will we know this action has had intended impact?	Current Status of action? RAG rating
1a) Investigate the financial support that could be made available through LA and Diocese to ensure that the POAP can be implemented	Caroline Sledge	Time to meet with Diocesan and LA representatives	End Autumn Term 2019	Funds will be agreed and made available to ensure the actions within the POAP are enabled to proceed.  Funding/support sought from LA but decision will not be made until at least the end of December 2019	Outcome Funding from Diocese (£3,800)
1b) Investigate the financial support made through Academy surplus funds (Reserves) and Funding available from ESFA	Michelle Allen Mick Ridley	Time for Governor representatives to liaise with ESFA regarding additional financial support for academy trusts in Financial difficulties	End Autumn Term 2019	Funds will be agreed and made available to ensure the actions within the POAP are enabled to proceed.	

		(see link in email sent by CS to GJMR on 10.11.19) Work with a Diocesan/LA representative to follow through with governor discussion following publication of Auditor's report December 2019			
1c) Ensure the Headteacher has additional capacity provided to ensure to ensure she can continue to lead and manage the school whilst addressing the requirements of the POAP in a swift and effective manner.	LA Diocese Governors	Consultant SENDco – 3 hours a week to ensure all paperwork relating to SEND pupils is up to date and results in pupils' needs being met. (£5655.00 estimate of cost to end of academic year based on £65 p/h for 29 weeks)	End Autumn Term 2019	Consultant SENDCo in place. Referrals made as appropriate Send Audit proposed and carried out by end Autumn Term. Support for class teachers will enable them to meet the needs of their children.	Agreed at £65 p/h for 15. hours = £975.00 for Autumn term 2019.
		Secondment of aspirant leader to support one day a week to build capacity in driving through the POAP (Wednesdays preferable)  Cost to be agreed as part of negotiations	End Autumn Term 2019	LA/ Diocese identifies and negotiates the release of an aspirant leader to be in place until at least end of Spring term 2020. (To be reviewed at that time)	SEND qualified teacher from Henlow - Aspirant leader

		(likely to be above £250 a day)			
1d) To build capacity and understanding of the governing body through the support and intervention of a National Leader of Governance (LA identified).	Graham Jones	TBC National funding available. If no funding, £300 a day.	End of Autumn Term 2019	Identified support in place.	
1e) To ensure training needs are met, especially around the strategic leadership role of governors by the Diocesan Governor Officer.( BC)	Caroline Sledge	SLA funding agreement already in place – no extra cost implications.	End of Autumn Term 2019	Identified support in place around the strategic leadership role	Suggested Startegic Taking the chair – starting 23 1 20
1f) To provide weekly release for Assistant Headteacher to address the areas linked to her in the POAP.	Caroline Sledge	£164 X 3 hours  (26 weeks to end of year £4,269)	Asap ( from w/c 25 <sup>th</sup> November 2019)	Assistant Headteacher released weekly	Fortnightly; planned for Spring term due to budget constraints

1g) To employ an additional 1:1 SEND TA for 5 mornings a week to support the additional need of SEND pupils in year 1.	Caroline Sledge	£6,732 from January to July. (pro rata from Annual Salary)	Asap	Approved by Governors November 2019) Recruitment successful (December 2019) New 1:1 Ta in post (January 2020)	
1h) Ensure that there is a budget for supply teacher to cover the cost of releasing subject leaders in order for them to support staff and monitor their impact across the school	Mick Ridley	£250 a day x 15 (£3,750) No supply budget currently available use academy reserves if available following Auditor's report Expenditure to be agreed at same meeting 12.12.19	End of Autumn term 2019	Expenditure to be agreed by FGB on 12.12.19 Programme of teacher release in place to ensure subject leaders have time to monitor quality of learning (knowledge acquisition and skills development in selected subjects initially core subjects.)	Releasing subject leader in English Maths and Science Spring term 20
1i) To provide staff CPD in the areas relating to the 6 priorities in the POAP.	Michelle Allen	Reading training Phonics training Twilight £270 (HfL)  SLE Support to build capacity in English leader (Reading /Phonics) £350 a day x5 days  To adopt an existing curriculum from a Good/Outstanding school which meets the needs of pupils.	Provided by end Summer Term 2020	CPD session for reading and phonics completed and staff discussions around the adoption of a new curriculum completed.	English lead course 15/1 20 Informal support from local schools in place for English Lead  Visits to local schools are in progress

		<p>Curriculum Skills Progression development (explore Chris Quigley £300-500 approx)</p> <p>STEPS training for whole staff including MDS (£250 for one day CPD - Staff member from STEPS school or HFL £400 per delegate)</p> <p>Support Staff Interventions for SEND once needs are identified. (approx. £50 x3 dependent on training selected)</p>			Meetings arranged with Steps trainers twilights to be arranged
<b>MONITORING MILESTONES (MM)</b>	<b>MM1 3/12/19</b>	<b>MM2 21/1/20</b>	<b>MM3 25/2/20</b>	<b>MM4 March (TBC)</b>	
<b>EXPECTED IMPACT and Outcomes</b>	<ul style="list-style-type: none"> <li>Sources of funding will have been identified so that other Areas for Improvement can proceed,</li> </ul>	<ul style="list-style-type: none"> <li>External personnel will have begun to work within the school to address the AFIs</li> </ul>	Long term funding will be secured based on an initial appraisal of the impact of financial commitments against progress on the AFIs.	To be decided upon progress made (at MM review 25.2.20)	



	<ul style="list-style-type: none"> <li>• identification of appropriate external personnel to build capacity.</li> <li>• Dates will have been agreed for support to be in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive impact measure will be identified.</li> </ul>		
<b>Monitoring process</b>	Governor liaison and discussion with LA and Diocesan representatives	Governor liaison and discussion with LA and Diocesan representatives	Governor liaison and discussion with LA and Diocesan representatives	Governor liaison and discussion with LA and Diocesan representatives
<b>SLT View/Comment</b>				
<b>Governors View/Comment</b>				
<b>External View / Comment</b>				
<b>INTERIM REVIEW</b>	<b>End of Spring Term 2020</b>			
<b>RAG Rating</b>				
<b>Next Steps</b>				

<b>Improvement Area 2</b>	<b>To increase the effectiveness of Governing Body so that they understand their strategic roles and responsibilities and hold leaders to account for how weaknesses in the curriculum and behaviour are being addressed.</b>				
Lead SLT :	Caroline Sledge				
Team	Governing Body				
Link Gov	Graham Jones				
External View	S Crosby / Belinda Copson				
<b>STRENGTHS:</b> What areas of current provision do we need to build on and develop?	Governors committed to moving forward and implementing Action Plan Consistent membership of governing body. Four members with teaching experience Interest from members of the school community in joining				
<b>Improvement: what are the key actions we need to take to secure improvement?</b>	<b>Who</b> is responsible for making sure this happens? <b>(One named person)</b>	<b>What</b> resources will we need? Where will they come from? ( specific)	<b>When</b> will action be completed? DATE	<b>How</b> will we know this action has had intended impact?	Current Status of action? RAG rating
2a) To secure funding for advice and support from LA recommended National Leader of Governance (NLG).  To ensure that NLG attends governing body meetings and provides on-the-spot supportive and effective training and advice for building up strategic leadership role, particularly in relation to addressing the areas of Improvement in the POAP swiftly.	Graham Jones	Government funding available (LA to advise and negotiate) £300 a day for NLG if no national funding available	End of Autumn term 2019	NLG reporting to Governors, Diocese and LA on progress made in terms of building capacity of GB.	No funding required Contact made with NLG Sue Howley - meeting to be arranged

2b) To secure through the SLA the support and advice of the Diocesan Governor Officer (BC).	Caroline Sledge	SLA in place (no extra cost)	End of autumn term 2019	A programme of monitoring development and support will be in place.	HT attending network of Single Academy Trusts half termly
2c) To secure additional funding from any available sources including reserves and/or ESFA funds in order to progress the AFIs in the POAP.  <i>This to be done partnership with the financial commitments made by both Diocese and Local Authority.</i>	Mick Ridley	N/A	End Autumn term 2019	Funding will be available to boost the capacity of the school to fulfil the AFIs on the POAP.	
2d) To ensure the governing body, Diocese and LA fulfil their responsibilities to securing the wellbeing of the headteacher during the POAP implementation	Graham Jones Lizzie Jeanes Simon Crosby	Governor, LA and Diocesan time 4 x ½ days (@£380 a day) = £760.00	End of autumn term 2019	Strategies will be in place to ensure that the headteacher workload is both reasonable and sustainable over the period of addressing the AFIs in the POAP.	
2e) To ensure resilience plans are in place for headteacher/SLT/Chair of Governors	Graham Jones Lizzie Jeanes Simon Crosby	Governor, LA and Diocesan time	End of autumn term 2019	Identification of suitable interim post-holder	
2f) To ensure an appropriate visiting and monitoring programme is in place which raises Governor's awareness of progress against the POAP AFIs.	NLG Chair of Governors	Time at GB meetings to arrange schedule of visits and clarify link Governor responsibilities in respect of POAP.	End of Autumn Term 2019.	Visit Schedule in place and link Governor responsibilities clarified. Written reports to go to FGB on regular (see learning walk Monitoring evidence 21 11 19)	Sue Howley to lead a session on Gov monitoring including

<i>Clarification of expectations of the role of the "Primary Link Governor" in the POAP ( see list on page 3 summary)</i>						suitable proforma to be used.
<b>MONITORING MILESTONES (MM)</b>	<b>MM1 3/12/19</b>	<b>MM2 21/1/20</b>	<b>MM3 25/2/20</b>	<b>MM4 March (TBC)</b>		
<b>EXPECTED IMPACT and Outcomes</b>	Review of funding secured to date Review support secured for GB development. Headteacher wellbeing is prioritised and maintained	Review the impact of the NLG and the Diocesan Governor Officer Headteacher wellbeing is maintained				
<b>Monitoring process</b>	LA Monitoring external view Belinda Copson – Diocesan Governor link NLG monitoring	LA Monitoring external view Belinda Copson – Diocesan Governor link NLG monitoring	LA Monitoring external view Belinda Copson – Diocesan Governor link NLG monitoring	LA Monitoring external view Belinda Copson – Diocesan Governor link NLG monitoring		
<b>SLT View/Comment</b>						
<b>Governors View/Comment</b>						
<b>External View/Comment</b>						
<b>INTERIM REVIEW</b>	<b>End of Spring Term 2020</b>					
<b>RAG Rating</b>						
<b>Next Steps</b>						

<b>Improvement Area 3</b>	<b>Ensure Reading, Writing and Phonics are taught well across the school, resulting in outcomes above the National and Local Authority results.</b>				
Lead SLT :	Caroline Sledge				
Team	Natasha Hornsey				
Link Gov	Anne Parsons				
External View	S Crosby				
<b>STRENGTHS:</b> What areas of current provision do we need to build on and develop?	<b>National Phonics check 89% pass rate, 7% above national outcome of 82%</b>				
	<b>Phonics Year 1</b>	2017	2018	2019	2020 Target
	School	96	81%	89%	82%
	National	81%	82%	82%	-
	<b>End of KS1</b>				
	<b>Reading KS1</b>	2017	2018	2019	2020 Target
	School	61%	96%	70%	75%
	National	76%	75%	75%	-
	<b>Writing KS1</b>				
	School	65%	62%	56%	69%
	National	68%	70%	69%	-
	<b>End of Year 4 over 3 years against LA</b>				
<b>Reading Year 4</b>	2017	2018	2019	2020 Target	
School	100%	92%	83%	82%	
LA	82%	82%	82%		
<b>Writing Year 4</b>					
School	88%	82%	83%	83%	
LA	72%	74%	73%	-	

	Previous year's focus on writing development across the school, especially spelling and encouraging higher achieving pupils to achieve Greater Depth				
<b>Improvement: what are the key actions we need to take to secure improvement?</b>	<b>Who</b> is responsible for making sure this happens? <b>(One named person)</b>	<b>What</b> resources will we need? Where will they come from? ( specific)	<b>When</b> will action be completed? DATE	<b>How</b> will we know this action has had intended impact?	Current Status of action? RAG rating
3a) To secure support from SLE to build capacity in English leader.	Caroline Sledge	£ 350 per day x 5 £1750 ( LA funded TBC)	By Autumn 2020	Identified support agreed and planned for Spring term 2020.	NH to liaise with local school English leads
3b) To monitor the impact of SLE in building capacity of English Leader. Report to Governors and LA.	Caroline Sledge	No cost	By end of Spring term 2020	Positive impact in terms of increased capacity to address the issues related to English in POAP.	N/A
3c) Ensure a consistent approach to teaching and resourcing phonics across the school	Natasha Hornsey	Release time English leader to for monitoring all aspects of reading phonics, spelling and writing. 2 hours every third week . 10 x 2 hours = £656	End of February Half Term 2020.	Pupils across the school will demonstrate secure understanding and application of phonic knowledge, make good progress in reading because of consistent approach.	Staff meeting following monitoring phonics throughout school on 23/1/20

3d) Ensure teaching staff understand and make explicit links between acquired phonic knowledge and decoding unfamiliar words	Natasha Hornsey	As above in 3c)		Pupils across the school will demonstrate secure understanding and application of phonic knowledge, in reading and writing (through observations). Outcomes in reading writing and phonics are at least in line with national outcomes.	Monitoring visit 23/1/20
3e) Ensure high quality CPD for guided reading based on reading skills development.	Caroline Sledge	HfL £270 twilight session	By Feb Half term 2020	Staff would have a clear understanding of the skills progression that they were teaching and tracking. Clear system in place and being used consistently across the school to teach GR.	Reading course with HfL including guided reading 15/1/20
3f) Implement colour bands system to encourage independent choice of reading material.	Natasha Hornsey	Staff meeting time ( no additional cost)	BY Feb half term 2020	Colour band system in place. Children using it independently to select books.	
3g) Ensure book storage for reading schemes is improved to encourage independent choice for pupils in central location	Natasha Hornsey	Staff meeting time ( no additional cost)	By end of Easter term 2020	One accessible location for reading scheme books.	
3h) To seek and secure from school community a commitment to the purchase of additional books to support reading enjoyment and research.	Natasha Hornsey	Leader time ( no additional cost)	By end of Easter term	MAPTA would provide funds in agreement.  Other identified members of the community will have donated books for school use.	MAPTA AGM Spring 1 Donations from parents

3i) Purchase PM benchmarking kit to support teacher assessment of reading	Natasha Hornsey	£ 250.00 ( included in budget)	End of Autumn term 2019	Teachers able to accurately assess reading across the school.	
3j) Develop and improve library environment and stock filling	Natasha Hornsey	Funds to be negotiated with MAPTA. (From costs of replenishing stock made by LA Library service - £3000)	February Half term 2020	MAPTA will have released funds and the library environment will be improved and additional stock purchased.	
3k) Investigate potential of parent support to run the library.	Caroline Sledge	No cost	End of Autumn Term	Parent helper rota in place. Parent clear about role.	
3l) Secure whole school staff commitment to teaching library skills through advice from LA library.	Caroline Sledge	No additional cost	End of February Half term	Clear system for library use. Identified library skills being taught across the school. Library well maintained and left in good order after use.	
3m) Improve reading training for parent helpers through providing a short information leaflet on how to support reading in school.	Natasha Hornsey	No additional costs	End of Autumn Term	Parent helpers will have consistent approach to supporting reader in line with school guidelines.	Complete and shared with parents
3n) Continue to embed the writing journey approach through clear training and support for new KS1 teachers and building on	Natasha Hornsey	New rich texts for writing journey (£250.00 from Meppershall Village fair donation)	End of February Half term 2020	New staff are confident about the writing journey approach and there is evidence of good practice within KS1 classrooms. Evidence of pupils using phonic knowledge in writing sessions.	



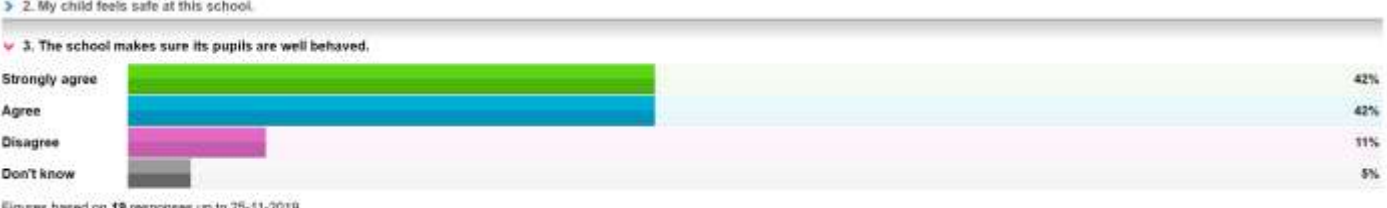
work completed at KS2 in previous year.		See above for English leader release time		SLE reports demonstrate improvement	
3 o) Continue to embed the whole school approach to spellings with clear training and support for new KS1 teachers and building on work completed at KS2 in previous year.	Natasha Hornsey	See above for English leader release time	End of February Half term 2020	New staff are confident about the approach to the teaching of spelling and there is evidence of good practice within KS1 classrooms.	
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<b>EXPECTED IMPACT and Outcomes</b>					
<b>Monitoring process</b>	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits
<b>SLT View/Comment</b>					
<b>Governors View/Comment</b>					
<b>External View / Comment</b>					
<b>INTERIM REVIEW</b>	<b>End of Spring Term 2020</b>				
<b>RAG Rating</b>					
<b>Next Steps</b>					

<b>Improvement Area 4</b>	<b>To develop a Curriculum throughout the school ensuring that all subjects are planned carefully, build on pupils' prior learning and develop skills, knowledge and understanding. Hold staff to account for curriculum.</b>				
Lead SLT :	Caroline Sledge				
Team	ALL TEACHING STAFF				
Link Gov	Anne Parsons				
External View	SC				
<b>STRENGTHS:</b> What areas of current provision do we need to build on and develop?	Pupils enjoy the built in opportunities to extend learning beyond the school ( including Topic themed trips, and a residential trip.				
<b>Improvement: what are the key actions we need to take to secure improvement?</b>	<b>Who</b> is responsible for making sure this happens? <b>ne named person)</b>	<b>What</b> resources will we need? Where will they come from? ( specific)	<b>When</b> will action be completed? DATE	<b>How</b> will we know this action has had intended impact?	Current Status of action? RAG rating
4a) Investigate and adopt a suitable curriculum scheme, with accompanying skills progression document, ensuring that coverage is suitable for meeting the needs of our children. Ensure that all the requirements of the National Curriculum are covered.	Caroline Sledge	HT time for visits and research  Curriculum Skills Progression development (explore Chris Quigley £300-500 approx)	End of Spring term 2020 with a view to starting to make a decision on the new curriculum plan and skills progression and where possible implement the new plan by September 2020.	Coherent curriculum scheme in place which demonstrates full coverage of the statutory National Curriculum.  Teachers are clear on a skills' progression for all foundation subjects.	Visits to local schools in progress

4b) Ensure delivery of appropriately matched CPD linked to both knowledge and skills development of chosen curriculum	Caroline Sledge	No additional costs expected as CPD for a new scheme included in cost. Staff meeting time during summer term	<b>End of Summer term 2020</b>	Teachers are clear on knowledge and skills progression for all foundation subjects.	
4c) Audit the curriculum to ensure knowledge and skills are taught in a progressive and cohesive way.	Caroline Sledge	Staff meeting time during summer term	<b>End of Summer term 2020</b>	Teachers are clear on knowledge and skills progression for all foundation subjects across the school.	
4d) Ensure Core Subject leaders (Maths and Science) are in place and have necessary release time in order to support staff and carry out monitoring activities	Caroline Sledge	Release time for English (see AFI 3 for costings) Release time for Maths Lead – ( see AFI 1 for AHT costings ) Release time for Science 2x1/2 day cover (TA)	End of Summer term 2020	Core leaders will have a clear idea of standards and progress in their subject area, which will form clear direction for subsequent action plan.	
4e) To adopt a whole school shared approach to the teaching and monitoring the Foundation subjects.	Caroline Sledge	No extra costs. Within the staff meeting schedule	End of Summer term 2020	Clear schedule of Teaching and Learning meetings focus on each of the foundation subjects across the academic year 2020-21. Sufficient time is made available so that monitoring can be completed	
4f) Invite staff from other local schools, both large and small settings to share	Caroline Sledge	No extra costs anticipated.	Autumn Term 2020	Good practice shared in leadership of foundation subjects building staff understanding and confidence.	

understanding of a specific subjects.					
4g) Facilitate release of teaching staff in order for them to audit provision and outcomes in selected foundation subjects.	Caroline Sledge	Cover costs for three half days (in 2020-21 budget)	Autumn Term 2020	Reports written to evaluate provision and outcomes shared with governors and LA. Staff demonstrate increased understanding of provision on the selected foundation subjects and any gaps in provision are identified.	
4h) Ensure provision of high quality outcomes in art or Music to cover PPA release time across the school	Caroline Sledge	Currently £5,395 x5 hours of M6 teaching weekly Term time (new budget 2020-21 costs may increase)	September 2020	Specialist teacher in place to teach either art or music across the school	
4i) Ensure there is an effective PHSE curriculum to meet the requirements of the new curriculum, taught by class teachers.	Caroline Sledge	No extra costs CBC subsidised membership of PHSE association 2019-20	September 2020	New curriculum in place and ready to be taught consistently across the school. Ensure class teachers have specific time to teach PHSE themselves and have the confidence to do so	SLT meeting with Gov/PHSE lead 14/1 20
4j) Ensure clear understanding of requirements of new SRE curriculum within a church school, policy agreed with governors and shared with parents/carers	Caroline Sledge	Diocesan Training course subsidised through SLA (approx. £25)	Summer term 2020	Agreed policy in place and shared with parents/ carers.	Attend dioc training on RSE

4k) Provide training for staff on new PHSE and SRE curriculum.	Caroline Sledge	No extra costs. Staff meeting	Summer term 2020	Staff confident in teaching SRE.	
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<b>SLT View/Comment</b>					
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<b>INTERIM REVIEW</b>	<b>End of Spring Term 2020</b>				
<b>RAG Rating</b>					
<b>Next Steps</b>					

<b>Improvement Area 5</b>		<b>Behaviour across school is consistently high and reinforced by all staff's high expectations</b>			
Lead SLT :	Michelle Allen				
Team	ALL STAFF				
Link Gov	Rose Oliva				
External View	S Crosby				
<b>STRENGTHS:</b> What areas of current provision do we need to build on and develop?	<ul style="list-style-type: none"> <li>Well thought through Behaviour policy in place – revised 2019</li> <li>Excellent behaviour outside school (trips/visits etc)</li> <li>Christian Values agreed and promoted within the school</li> <li>Parent view</li> </ul>  <p>Figures based on 19 responses up to 25-11-2019</p>				
<b>Improvement: what are the key actions we need to take to secure improvement?</b>	<b>Who</b> is responsible for making sure this happens? ( <b>One named person</b> )	<b>What</b> resources will we need? Where will they come from? (specific)	<b>When</b> will action be completed? DATE	<b>How</b> will we know this action has had intended impact?	Current Status of action? RAG rating
5a) Reinforce behaviour expectations with all staff, children for <ul style="list-style-type: none"> <li>moving around school indoors</li> <li>preparing to return to indoors</li> </ul>	Michelle Allen	Time for monitoring See AFI 1 for costed AHT release time)	End Autumn term 2019	<ul style="list-style-type: none"> <li>Children will be moving around school calmly at all times</li> <li>Children will follow adult instructions at end of playtime / lunchtime playtime</li> <li>Children will be ready to start learning promptly at start of all lessons</li> </ul>	

<p>following playtime etc</p> <ul style="list-style-type: none"> <li>• Whole school Worship</li> <li>• Lunchtime queueing and dining room</li> <li>• Daily mile etc</li> <li>• Coping with excitement</li> </ul>				<ul style="list-style-type: none"> <li>• Lining up for lunch and lunchtimes in hall will be calm</li> <li>• Coming into, leaving and during Worship, children will be calm and quiet.</li> <li>• Children will show they can enjoy special times but maintain calm attitude and response.</li> </ul>	
<p>5b) Train staff in importance of consistently high expectations in behaviour for learning</p>	<p>Caroline Sledge</p>	<p>6 books for class teachers to support CPD (6x£15= £90)  (existing budget)</p>	<p>End February 2020</p>	<ul style="list-style-type: none"> <li>• Teachers self assess and share their self review with HT (page 16)</li> <li>• High expectations for all learners demonstrated by ambitious end of year targets</li> <li>• Children are engaged in learning (Leuven Scale)</li> <li>• Teachers expect learners to give of their best each lesson</li> <li>• Learners trained in how to become more resilient</li> <li>• Learners to care about the quality of their work</li> <li>• Learners demonstrate growth mindset</li> <li>• Teachers model high expectations around quality of work</li> <li>• Teachers are clear with learners about their expectations</li> </ul>	

				<ul style="list-style-type: none"> <li>Teachers are seeking feedback to make sure their expectations are as high as they think</li> </ul>	
5c) Headteacher and other leaders hold staff to account for following behaviour policy and teaching and learning expectations	Caroline Sledge Michelle Ann Halford	<b>No additional costs</b>	By end of Autumn term 2019	Staff will be confident in applying the behaviour policy and will adhere consistently to its expectations. Outcomes from monitoring will show that behaviour for learning is made clear with positive impact on pupil progress.	
5d) Introduce and implement a clear system of logging behaviour incidents for monitoring purposes	Caroline Sledge	CPOMS is in the budget and training £680.00	By February Half term 2020	CPOMS in place and all staff have clear understanding of how to enter details.  Leaders have are able to interpret the information in order to report to governors and take action for improvement where required.	After implementing CPoms support available from Henlow ( Steve Carrington)
5e) Dealing with consistently challenging behaviour <b>STEPS training</b>	Caroline Sledge Michelle Allen	£400 per delegate from HFL or <b>£250 if local school can provide CPD for all staff.</b>	End of February half term 2020	Staff confident to follow to STEPS approach and behaviour improves as a result	Meetings with local school and governor trainers. Date to be agreed Introduction from K King 9/1/20
<b>MONITORING MILESTONES (MM)</b>	<b>MM1 3/12/19</b>	<b>MM2 21/1/20</b>	<b>MM3 25/12/20</b>	<b>MM4 March (TBC)</b>	
<b>EXPECTED IMPACT and Outcomes</b>	Staff expectations of behaviour high	Children <ul style="list-style-type: none"> <li>can talk about and know how</li> </ul>	Children are engaged in learning Leuven scale shows good level	Improved level of engagement ( Leuven Scale)	



	All staff follow the behaviour policy especially with regard to challenging behaviour Children behaving in line with clear behaviour expectations	<p>to be more resilient</p> <ul style="list-style-type: none"> <li>• care about the quality of their work</li> <li>• demonstrate growth mindset</li> </ul>		
<b>Monitoring process</b>	Learning Walk Staff Comments ( T& L meetings ) CPOMS reports Governor Visits	Learning Walk Staff Comments ( T& L meetings ) CPOMS reports Governor Visits	Learning Walk Staff Comments (T& L meetings ) CPOMS reports Governor Visits	Learning Walk Staff Comments (T& L meetings ) CPOMS reports Governor Visits
<b>SLT View/Comment</b>				
<b>Governors View/Comment</b>				
<b>External View / Comment</b>				
<b>INTERIM REVIEW</b>	<b>End of Spring Term 2020</b>			
<b>RAG Rating</b>				
<b>Next Steps</b>				

<b>Improvement Area 6</b>		<b>To ensure that Pupils with SEND have access to a high-quality curriculum and that their needs are well met</b>			
Lead SLT :	Caroline Sledge				
Team	ALL STAFF				
Link Gov	Rose Oliva				
External View	S Crosby				
<b>STRENGTHS:</b> What areas of current provision do we need to build on and develop?	Statutory Information on website up to date Staff for EHC children in place and another being advertised				
<b>Improvement: what are the key actions we need to take to secure improvement?</b>	<b>Who</b> is responsible for making sure this happens? <b>(One named person)</b>	<b>What</b> resources will we need? Where will they come from? ( specific)	<b>When</b> will action be completed? DATE	<b>How</b> will we know this action has had intended impact?	Current Status of action? RAG rating
6a) To secure consultant SENDCo to provide immediate support with pupils identified with SEND during Autumn term .	<b>Caroline Sledge</b>	£65 per X 3 hours x 5 weeks £975	Mid November	<ul style="list-style-type: none"> <li>The most significant needs be addressed, support identified sought and in some cases in place.</li> </ul>	
6b) To carry out a SEND audit and identify shortfalls in provision	Caroline Sledge	Within SENDCo consultant time	End December 2019	<ul style="list-style-type: none"> <li>SEND audit completed</li> <li>Clearly identified shortfalls</li> <li>Plan to address these.</li> </ul>	
6c) To support class teachers to meet the needs of SEND children through well written support plans.	Caroline Sledge	Within SENDCo consultant time	End February 2020	<ul style="list-style-type: none"> <li>Well written Support plans in place, shared with parents</li> </ul>	
6d) To find a permanent solution to the role of SENDCo in the school	Caroline Sledge	Half day a week x 24@ £60 (£3,600)	Early January 2020	SENDCO in place	Michelle Pigram from Henlow for rest of year.

6e) To identify needs that can be met through interventions and train TAs on these programmes.	Caroline Sledge	Costs to be identified See 1i) approx. £150	January 2020 (identified)	Appropriate intervention training completed by end of summer term	M Pigram to identify
6f) To ensure appropriate transition arrangements for new Year R children with SEND and Year 4 children moving to middle school.	Caroline Sledge	Time only	By March 2020	Transition arrangements are in place	Anne Eadie Early Years SEND Advisory teacher (CBC) visit 8.1.20 report
<b>MONITORING MILESTONES (MM)</b>	<b>MM1 3/12/19</b>	<b>MM2 21/1/20</b>	<b>MM3 25/2/20</b>	<b>MM4 March (TBC)</b>	
<b>EXPECTED IMPACT and Outcomes</b>					
<b>Monitoring process</b>	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits
<b>SLT View/Comment</b>					
<b>Governors View/Comment</b>					
<b>External View / Comment</b>					
<b>INTERIM REVIEW</b>	<b>End of Spring Term 2020</b>				
<b>RAG Rating</b>					
<b>Next Steps</b>					

<b>Improvement Area 7</b>	<b>To ensure that improvements in Early Years continue so that children develop skills knowledge and understanding to prepare them for year .</b>				
Lead SLT :	Caroline Sledge				
Team	Jess Rogers				
Link Gov	Dawn Abbatt				
External View	S Crosby				
<b>STRENGTHS:</b> What areas of current provision do we need to build on and develop?	<ul style="list-style-type: none"> <li>• New reception teacher and team in post and signs of early impact positively commented on in Ofsted report</li> <li>• Improvements to learning environment</li> <li>• Strong links/liaison with village Pre school</li> </ul>				
<b>Improvement: what are the key actions we need to take to secure improvement?</b>	<b>Who</b> is responsible for making sure this happens? <b>(One named person)</b>	<b>What</b> resources will we need? Where will they come from? ( specific)	<b>When</b> will action be completed? DATE	<b>How</b> will we know this action has had intended impact?	Current Status of action? RAG rating
7a) To continue building capacity within the team through in house training provided by Early Years Lead.	Caroline Sledge	No additional costs	Ongoing and monitored within the plan	Capacity has been built	
7b) To ensure high expectations are embedded within the EY curriculum	Caroline Sledge	No additional costs	Ongoing and monitored within the plan	High expectations are embedded	
7c) To continue high levels of behaviour within the setting		No additional costs	Ongoing and monitored within the plan	Behaviour remains at least good	
7d) To maintain expectations for high quality learning opportunities		No additional costs	Ongoing and monitored within the plan	High quality learning opportunities are evident in observations	

7e) To continue to build trust and confidence of parents		No additional costs	Ongoing and monitored within the plan	Parents will report positively	
7f) To ensure adults working within EYFS are well trained and understand how to support and challenge children when children are making their own choices about the activities they do		No additional costs	Ongoing and monitored within the plan	Adults will be observed supporting and challenging appropriately to allow children to work independently	Visits to local schools to be arranged Spring 20 following liaison with EYFS leads
7g) To ensure that children continue to develop skills knowledge and understanding to prepare them for Year 1		No additional costs	Ongoing and monitored within the plan	GLD levels in line with national outcomes in 2020 Smooth transition into Year 1 Autumn 2020	
<b>MONITORING MILESTONES (MM)</b>	<b>MM1 3/12/19</b>	<b>MM2 21/1/20</b>	<b>MM3 25/2/20</b>	<b>MM4 March (TBC)</b>	
<b>EXPECTED IMPACT and Outcomes</b>					
<b>Monitoring process</b>	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits	Learning Walk Staff Comments ( T& L meetings ) Pupil Conferencing with books Governor Visits
<b>SLT View/Comment</b>					
<b>Governors View/Comment</b>					
<b>External View / Comment</b>					
<b>INTERIM REVIEW</b>	<b>End of Spring Term 2020</b>				

<b>RAG Rating</b>	
<b>Next Steps</b>	

**END of ACTION PLAN**