Saint Augustine Webster
CATHOLIC VOLUNTARY ACADEMY

St Thérèse of Lisieux
Catholic Multi Academy Trust

Statement of Action

Aim

The aim of this Statement of Action is to identify and plan robust actions in response to the Section 5 Ofsted inspection of St Augustine Webster Catholic Voluntary Academy of the 12th and 13th March 2020, to bring about rapid improvement in leadership and management and, in particular, the leadership and management of safeguarding, the quality of education, behaviour and attitudes and personal development.

Timescales and milestones have been put in place to ensure that, by the time of the Section 8 monitoring visit, Ofsted judges that the school is taking effective action towards the removal of serious weaknesses.

The Ofsted report dated 10-13th March 2020 identifies the following areas for improvement (Afls):

Areas for Improvement (Afls)

1. Safeguarding

"Leaders have not made sure that statutory requirements relating to safeguarding are met. Leaders responsible for safeguarding do not have the training they need. Staff do not keep thorough records. Leaders do not identify potential trends and patterns in safeguarding concerns. This puts vulnerable pupils at risk. Leaders must take urgent action to address weaknesses in safeguarding and ensure arrangements for keeping pupils safe are effective."[1]

Ensure statutory requirements relating to safeguarding are met by:

a) Clarifying safeguarding roles and responsibilities, so that all staff understand how to record and report concerns.
b) Ensuring leaders responsible for safeguarding have the training they need
c) Ensuring school leaders are making effective and appropriate use of Alternative Provision and undertake their responsibilities effectively
d) Ensuring school leaders undertake effectively their responsibility for pupils in Alternative Provision, particularly with monitoring and evaluating the provision
e) Eradicating inconsistencies in the school's approach to record keeping and, in particular, by establishing a systematic and robust procedure for recording communication about vulnerable pupils
f) Ensuring leaders and managers, including governors, are appropriately skilled and knowledgeable to quickly develop systems to hold leaders to account for all aspects of safeguarding
g) Strengthening quality assurance procedures to confirm that school leaders, are routinely monitoring and evaluating safeguarding data in order to identify potential trends and patterns in safeguarding concerns

[1] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 4.

h) Sharpening the role of governors and Trust leaders in checking that all staff, including leaders, are following the agreed policies and procedures to keep children safe

2. Leadership and management

"Until very recently, leaders have not been clear about the school's main priorities for improvement. This has led to ineffective arrangements for safeguarding and a decline in the quality of education and pupils' behaviour at social times since the previous inspection. Leaders should ensure that plans are put in place and actioned swiftly to address the school's main priorities for improvement."[2]

"Leaders have not thought about the crucial knowledge and skills pupils will learn in some foundation subjects such as science, geography and computing. This means pupils do not build knowledge over time. There are gaps in pupils' learning. Senior leaders should support curriculum leaders to develop the skills they need to establish a progressive and well sequenced curriculum in the foundation subjects. Curriculum leaders should check the effectiveness of the implementation and impact of the curriculum in their subject."[3]

"Governors should hold leaders to account for the implementation of these plans"[4].

Ensure leadership and management is effective by:

a) Reviewing the leadership structure of the school to clearly define leadership responsibilities and line-management arrangements
b) Developing leadership capacity at all levels
c) Improving the accuracy of school self-evaluation
d) Improving the quality of school improvement planning
e) Embedding robust and systematic Quality Assurance procedures
f) Building the capacity of governors to hold school leaders to account for provision and the quality of education

3. The Quality of Education

"*Leaders have not ensured that children get off to a strong start in reading. Sessions to help pupils catch up are too focused on comprehension before children have mastered how to decode words. As a result, some pupils do not become fluent, independent readers. Leaders should provide training for all staff to help them become effective teachers of reading. Teachers should ensure that there is enough time for pupils to rehearse and practise the sounds they are learning. Teachers should provide pupils with books that match the sounds they know. Leaders should check that catch up sessions successfully build pupils' fluency and confidence in reading."*[5]

"Some pupils with SEND do not achieve as well as they should. Plans to support them are not clear and are not reviewed often enough. Leader s should ensure support plans make it clear how staff can help pupils with SEND, particularly with basic skills in reading and mathematics. Leaders should check the quality and impact of support plans so that these pupils are supported appropriately to achieve well."[6]

Improve the quality of education for all pupils by:

a) Developing the curriculum further to ensure it effectively meets the needs of all pupils and, in particular, Low Attaining Pupils (LAPs) and pupils with SEND
b) Improve the precision in curriculum planning by sequencing learning to ensure new learning builds on what pupils already know

[2] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 4
[3] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 5
[4] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 5
[5] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 4
[6] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 5

c) Improving the provision for Reading and, in particular, the quality of teaching and learning in phonics

4. Attendance

"Leaders have not monitored attendance effectively and therefore have not addressed rising rates of pupils' absence and increasing rates of persistent absence. Too many pupils, including those who are disadvantaged, are missing out on their learning. Leaders must take swift action to ensure more pupils attend school regularly."[7]

Improve the attendance, and in particular, the attendance of disadvantaged pupils by:

a) Building the capacity of school leaders to manage school attendance effectively
b) Establishing an ethos and culture that values the importance of attendance, punctuality and its link to good progress and attainment
c) Applying school attendance policies robustly and proactively implementing appropriate strategies to address attendance issues
d) Ensuring a relentless focus on reducing persistent absence through targeted support for children with persistent absenteeism or who are at risk of persistent absenteeism
e) Ensuring policies and interventions are in place to support pupils struggling with other issues which may impact upon their attendance, such as social, emotional, mental health and well-being issues or bullying concerns
f) Deploying internal resources strategically to provide additional support where required to improve attendance and reduce persistent absenteeism

5. Personal development

"The curriculum for pupils' personal development does not help pupils learn enough about people of different faiths and cultures Some pupils do not have a respectful understanding of different groups of people Leaders should implement a curriculum for personal development that prepares pupils more fully for life in modern Britain."[8]

Prepare pupils fully for life in modern Britain by:

a) Strengthening the Catholic ethos of the school
b) Developing a clear curriculum intent for personal development
c) Developing a more robust PSHE curriculum that promotes equality and diversity and broadens pupils' understanding of life in modern Britain
d) Improving the provision and support for SEMH
e) Providing more opportunities for enrichment activities

6. Behaviour and Attitudes

"Pupils behaviour on the playground can be boisterous which makes some pupils feel unsafe."[9]

"Some pupils and their parents are worried about how the school deals with bullying. Leaders have recognised this and made some changes to how they manage incidents of bullying."[10]

Improve the behaviour and attitudes of pupils by:

a) Building the capacity of school leaders to manage school behaviour effectively

[7] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 5
[8] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 5
[9] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 2
[10] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 2

b) Establishing an ethos and culture that values the importance of good behaviour
c) Applying school behaviour policies robustly and consistently and implementing appropriate strategies to address unwanted and inappropriate behaviour
d) Deploying internal resources strategically to provide additional support to improve behaviour, particularly at playtime and lunchtime
e) Ensuring policies and interventions are in place to support pupils struggling with other issues which may impact upon their behaviour, such as social, emotional, mental health and well-being issues or bullying concerns

Acronyms:

IEC	Interim Executive Committee	**LCLG**	Link Catholic Life Governor
PC	Progress Committee (Local Authority Chaired)	**DS**	D Sidaway (Headteacher)
QA	Quality Assurance	**KM**	K Matthews (Assistant Headteacher, DSL,)
LA	Local Authority	**RD**	R Dickinson (Assistant Headteacher, Curriculum Lead, Assessment Lead)
DSL	Designated Safeguarding Lead, Also **D**DSL is Deputy Designated Safeguarding Lead	**JM**	J Mancey (Literacy/Phonics Lead)
DPS	CMAT Director of Performance and Standards	**BW**	B Wynne (SENDCO)
LSG	Link Safeguarding Governor		

Governance and Accountability

The Statement of Action (SOA) has been prepared by the Headteacher and the St Thérèse of Lisieux Catholic Multi Academy Trust Director of Performance and Standards with input from the Chair of Governors, senior and middle leaders. The SOA has been approved by the Interim Executive Committee. Accountability and challenge rests with the Interim Executive Committee and Progress Team, who meet six times per year. Following a half-termly formal review of the SOA by the Senior Leadership Team and the Director of Performance and Standards, the Headteacher will report on progress to the Interim Executive Committee and Progress Team. During each half-term cycle, designated link governors meet with accountable leaders named on the plan to further triangulate and challenge progress. The academy will also be subject to further progress accountability via the North Lincolnshire Education Standards Board. The life of the SOA will be from approval by OFSTED through an 18/24 month period, to the anticipated re-inspection around Spring 2022, although in several areas, work started immediately and has already progressed to address areas identified as significant weaknesses in the report.

Covid-19

This plan was written and submitted during the Covid-19 pandemic and subsequent school closure. As such, whilst there are a number of actions that can be progressed during closure and lockdown, there are many that are dependent on school functioning normally. These actions and timescales will be further reviewed in light of changes caused by the pandemic. Moreover, there will be a requirement to revise plans, actions and targets to take into account the period of lost learning and any subsequent

transitional plans. Areas of concern include; a transitional curriculum to re-establish routines and gauge knowledge gaps; sufficient guided learning hours available for returning cohorts; national guidance on subsequent national accountability measures.

Arrangements to inform parents and carers

Upon release of the final inspection report, on 17th June 2020 parents and carers received a direct letter from the CEO of the St Therese CMAT and the interim headteacher to inform them of the overall outcome and to signpost them to the academy and Ofsted website to view the full report. On 25th June 2020 parents and carers were then invited to face to face meetings with the interim headteacher, substantive headteacher (September 2020) and the St Thérèse of Lisieux Catholic Multi Academy Trust Director of Performance and Standards to discuss the report and actions to move forward. The Statement of Action is available to parents via the school website, where they will be kept informed of progress via regular updates. The academy will collect the views of parents relating to the Statement of Action on a termly basis. Any concerns raised during this process will be followed up with face to face meetings wherever possible.

Chronology of actions completed/scheduled

Area for Improvement 1: Ensure statutory requirements relating to safeguarding are met				
Milestones: **Safeguarding Procedures to be clear, in place and effective from 20th March 2020**				
by end of July 2020	**by end of December 2020**	**by end of April 2021**	**by end of July 2021**	**so that by November 2021 Leadership at all levels is strong resulting in:**
All safeguarding policies and procedures rigorous and robust. Clear DSL and DDSL responsibilities with updated training. Safeguarding Audit to be completed and all actions implemented – reported to the IEC. Safeguarding training to be booked for whole staff (LA Provider Andy Walton), training plan created. Training plan and dates reported to the IEC for all staff. AP policy implemented. CPOMs updated and staff trained in its efficient use. All staff have undertaken Hay's training for Safeguarding.	Continuous monitoring of all Safeguarding procedures show they are rigorous, robust and monitored effectively. CPD for safeguarding actioned and in place. LA Safeguarding Audit report shows all safeguarding procedures are robust – including any use of Alternative Provision.	All policies and procedures monitored and an impact statement produced for the IEC and PC. IEC has a detailed report of the impact from the actions undertaken. All staff aware of the contextual issues of safeguarding. All inconsistencies in record keeping have been eradicated.	A review of the QA processes to ensure that any gaps are identified and quickly resolved. All Safeguarding Audits over the year state safeguarding is effective. DSL regularly attended. safeguarding update meetings ensure that all staff remain current with any new safeguarding issues. LA and Trust Safeguarding Audit report shows safeguarding is effective.	Safeguarding is effective and monitored effectively. There is a comprehensive monitoring structure in place which is effective and robust.
Establish a robust culture of safeguarding by: **(EIF 6, 9, page4; 12, 13, 14, page 3; 18, page 6; 29, page 11; 30, page 12)**				

a) Clarifying safeguarding roles and responsibilities, so that all staff understand how to record and report concerns.
b) Ensuring leaders responsible for safeguarding have the training they need
c) Ensuring school leaders are making effective and appropriate use of Alternative Provision and undertake their responsibilities effectively
d) Ensuring school leaders undertake effectively their responsibility for pupils in Alternative Provision, particularly with monitoring and evaluating the provision
e) Eradicating inconsistencies in the school's approach to record keeping and, in particular, by establishing a systematic and robust procedure for recording communication about vulnerable pupils
f) Ensuring leaders and managers, including governors, are appropriately skilled and knowledgeable to quickly develop systems to hold leaders to account for all aspects of safeguarding
g) Strengthening quality assurance procedures to confirm that school leaders, are routinely monitoring and evaluating safeguarding data in order to identify potential trends and patterns in safeguarding concerns
h) Sharpening the role of governors and Trust leaders in checking that all staff, including leaders, are following the agreed policies and procedures to keep children safe

Priorities	Lead	Actions	In place by	Monitoring	Evaluation	Est. Cost	Success Criteria/Impact
Establish a robust culture of safeguarding *They have not acted quickly enough to ensure the arrangements for safeguarding are effective."*[11] *"Vulnerable pupils are at risk of slipping through the net because the school's systems for keeping pupils safe are not robust. Leaders at all levels have been aware of concerns about the school's safeguarding systems.*	**KM**	Ensure that regular stakeholder views are collected relating to safeguarding.	April 29	**DS** Termly pupil voice. Termly staff voice	**PC** Results of staff and pupil voice activities presented to IEC	None. Work carried out as part of leaders hip role	**Outcome of Pupil Voice activities confirm pupils know whom they can approach if worried or in difficulty.** Green – 95% and above Amber – 90%-94.9% Red – Below 90%

Term	RAG	Comment
Jul 20		20 children 9th July
Nov 20		Sep 20 – 98.2%
Dec 20		Pupil voice to be carried out again next term.
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

Outcome of staff surveys confirm adults know the names and understand the role of the Designated Safeguarding Lead (DSL) and Deputy DSL
Green – 100%
Amber – 90%
Red – Below 90%

	RAG	Comment
Jul 20		Not all staff were aware but this was followed up by DSL
Nov 20		All staff questioned know who the DSL and DDSL leads. DPS checked 23/11/20
Dec 20		All staff questioned know who the DSL and DDSL leads. DPS checked 23/11/20
Feb 21		
Apr 21		

[11] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 2

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<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
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Clarify safeguarding roles and responsibilities, clearly identifying from the Senior Leadership Team, the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSL) and link safeguarding governor.</td><td>KM</td><td>Ensure name, photograph and how to contact details of the DSL and DDSLs are visible in reception, on inventory, the school website and at key locations around the school
Safeguarding governor picture needed</td><td>20/3/20</td><td>LSG

Half termly visits from LSG. Reported to PC</td><td>PC

LSG reports outcome of the visits to the PC</td><td>None. Work carried out as part of leadership role</td><td>
Link-safeguarding governor visits to the school confirm DSL details are highly visible around the school
Green – DSL details securely in place in all identified locations
Amber – DSL details in place in most identified locations
Red – DSL details are missing from two or more identified areas
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>DPS confirmed</td></tr>
<tr><td>Nov 20</td><td></td><td>Meeting via teams, 12th November 20.</td></tr>
<tr><td>Dec 20</td><td></td><td>Meeting via teams, 12th November 20.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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<tr><td>KM</td><td>Conduct Safeguarding audit checks across the school. To ensure that ALL staff understand how to record and report concerns when a child discloses something or where there are concerns for the safety of a child.</td><td>27/4/20</td><td>DS

Half termly checks Minutes of Safeguarding team meetings, CPOMs records</td><td>DPS

Half termly checks reported to DPS</td><td>None. Work carried out as part of leadership role</td><td>
Following audit checks, records demonstrate that ALL staff understand how to record and report concerns.
Green – All staff understand how to report concerns.
Red – Not all staff.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>CPOMs monitored daily by SLT</td></tr>
<tr><td>Dec 20</td><td></td><td>CPOMs monitored regularly by SLT</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr><td>KM</td><td>All concerns raised are correctly reported by all members checked through a robust QA process by the DSL.</td><td>27/4/20</td><td>DS

Minutes of Safeguarding team meetings, CPOMs records</td><td>PC

Report on incidents included in HT report</td><td>None. Work carried out as part of leadership role</td><td>
All concerns reported are completed in line with Safeguarding Policy and undertake a QA process.
Green –All concerns reflect good practice.
Red –Policy not followed.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>CPOMs checks, DPS checked 23/11/2020</td></tr>
<tr><td>Dec 20</td><td></td><td>CPOMs checks, DPS checked 23/11/2020</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
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<td>KM</td>
<td>Ensure, following any concerned raised, the process is checked and CPD brokered if necessary.</td>
<td>27/4/20</td>
<td>DS

Minutes of Safeguarding team meetings, CPOMs records</td>
<td>PC

Report on incidents included in HT report. IEC notified if staff need retraining.</td>
<td>£1000 for (SSS safeguarding suite)</td>
<td>Any staff retrained if concerns not reported according to policy.
Green –All concerns reflect good practice.
Red –Policy not followed.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>Record of monitoring checks on CPOMs collected (2 recorded, a significant drop showing monitoring and retraining working).</td></tr>
<tr><td>Dec 20</td><td></td><td>See previous comments.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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<td rowspan="2">b.
Ensure leaders responsible for safeguarding have the training they need</td>
<td>KM</td>
<td>Designated Safeguarding Lead training to be brokered and delivered by the LA to DSL and two DDSLs (RD and EM)</td>
<td>24/3/20</td>
<td>DS</td>
<td>IEC

Training included in HT report</td>
<td>£1000 (SSS Learning)

See above</td>
<td>Monitoring and evaluation of safeguarding training plan confirms that DSL training is compliant with the two-year requirement to update in line with KCSIE 2020
Green – DSL training is up to date
Amber – DSL is up to date but not scheduled to be updated within required KCSiE timescale
Red – DSL training has not been updated within the required KCSiE timescale
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>All DSL training up to date and in the training plan.</td></tr>
<tr><td>Dec 20</td><td></td><td>All DSL training up to date and in the training plan.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
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<td>KM</td>
<td>Put in place a safeguarding training plan that is responsive to the outcome of the annual CMARS audit that is shared with and monitored by the IEC</td>
<td>30/3/20</td>
<td>DS

Training plan monitored half termly to ensure being met.</td>
<td>PC

Safeguarding training completed included in HT report to IEC on half-termly basis</td>
<td>None. Work carried out as part of leadership role</td>
<td>Monitoring and evaluation of the safeguarding training plan confirm that:

✓ CMARRS audit is reviewed and updated annually
✓ Safeguarding training is updated in-line with statutory timescales.
✓ All staff, including governors, have undertaken safeguarding training in line with KCSIE statutory requirements and at a level appropriate to their individual role and responsibilities
✓ School leaders and governors involved in the recruitment of staff have completed Safer Recruitment training
✓ Safeguarding training is responsive to the contextual needs of the academy

Green – all met
Amber – all but one aspect met
Red – two or more aspects not met
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
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		Work with LA and/or PCSO to identify the contextual concerns that may present a safeguarding threat to pupils and ensure the training plan is responsive to these threats					<table><tr><td>Nov 20</td><td></td><td>All staff including governors have completed safeguarding training.</td></tr><tr><td>Dec 20</td><td></td><td>All staff including governors have completed safeguarding training.</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table>
	KM	CPD undertaken for all staff to understand "contextual safeguarding". (Inclusive of how family, peer group, school and neighbourhood can influence children). Staff fully aware of what signs to look for. Engage with Andy Walton and Helen Parker from the LA to deliver CPD linked to contextual safeguarding	3/9/2020	**DS** Safeguarding Audit Staff voice Safeguarding training plan	**PC** HT reports to PC on half-termly basis	£1000 (SSS Learning) See above	**Staff have had training with and understand contextual safeguarding concerns.** Green –All staff trained in contextual Safeguarding and understand the issues in our local area. Amber – some staff including SLT are trained Red – Staff not trained <table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td></td></tr><tr><td>Nov 20</td><td></td><td>Completed through weekly memos with safeguarding update leaflet, DPS seen an example 23/11/2020.</td></tr><tr><td>Dec 20</td><td></td><td>Completed through weekly memos with safeguarding update leaflet, DPS seen an example 23/11/2020.</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table>
	KM	Review and further develop the PHSE programme to ensure it is responsive to the contextual threats to safeguarding pupils Staff are hyper vigilant for possible signs of: ✓ Grooming ✓ Drug and alcohol abuse ✓ Adult mental health	30/9/20	**DS** Long / medium term planning. Learning walks Lesson observations Collective Worship plan Pupil/staff voice	**PC** DS to report to PC on termly basis	£300 For Nottingham Diocese PHSE programme	**Monitoring of the curriculum intent and implementation of PHSE confirms that all identified safeguarding threats are being taught at an age appropriate level to pupils in all year groups** Green- all teachers are implementing the prescribed PHSE curriculum Amber – most teachers are implementing the prescribed PHSE curriculum Red- only a minority of teachers are implementing the prescribed PHSE curriculum <table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Not in place.</td></tr><tr><td>Nov 20</td><td></td><td>Teachers are teaching the revised PSHE curriculum, monitoring needed to ensure effective implementation.</td></tr><tr><td>Dec 20</td><td></td><td>PHSE curriculum in place and being taught. Before moving to green, we would like to cover more of the curriculum with the children.</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table>

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<td>✓ Neglect due to poverty
✓ Child criminal exploitation
✓ Domestic Abuse
✓ Tolerance of others</td>
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Feedback from pupils confirms they understand potential threats to their safety and well-being and know how to keep safe
Green – 95% and above
Amber – 90%-94.9%
Red – Below 90%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>20 children 9th July DPS</td></tr>
<tr><td>Nov 20</td><td></td><td>Safeguarding reviews (CMAT/LA) highlighted that children were aware.</td></tr>
<tr><td>Dec 20</td><td></td><td>Pupil voice carried planned to be carried out at the beginning of next term</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
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<tr><td>Jul 21</td><td></td><td></td></tr>
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<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
PSHE curriculum identifies links to “Drug and alcohol abuse”,” Child criminal exploitation”, “Adult Mental Health”, Neglect”, “Grooming” and “Domestic Abuse” in order to meet the local contextual need.
Green –All links identified
Amber – Some links identified.
Red – No links identified.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>Cross referenced by JM.</td></tr>
<tr><td>Dec 20</td><td></td><td>Cross referenced by JM.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<td></td>
<td>DS</td>
<td>Ensure the suite of safeguarding policies are in place in line with statutory requirements
Ensure all staff are familiar with the whistleblowing policy and its role in keeping children safe
Establish a schedule to review and update safeguarding policies annually</td>
<td>1/04/20</td>
<td>DPS

Learning walks
Discussion with staff.
Safeguarding audit.</td>
<td>PC

Report to the PC at meetings</td>
<td>None. Work carried out as part of leadership role</td>
<td>
The school meets statutory requirements in relation to safeguarding policies
Green – all statutory safeguarding polies are in place and current
Red – one or more safeguarding policy is overdue for renewal
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>As evidenced from the LA and Trust audits.</td></tr>
<tr><td>Dec 20</td><td></td><td>As evidenced from the LA and Trust audits.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
All staff understand the scope of the whistleblowing policy
Green – 95% and above
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<td></td>
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<td></td>
<td>Amber – 90%
Red – Below 90%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>As evidenced from the LA and Trust audits.</td></tr>
<tr><td>Dec 20</td><td></td><td>As evidenced from the LA and Trust audits.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td rowspan="2">c.
Ensure school leaders are making appropriate use of Alternative Provision and are undertaking effectively their responsibility for pupils in Alternative Provision

“Leaders have not checked the safety of pupils who attend alternative education provision. Leaders were not aware whether checks had been made to ensure these placements are safe. Leaders did not understand that this is something they need to do. Checks were completed during the inspection.”[12]</td>
<td>KM</td>
<td>School leaders to vet alternative provision settings in advance of making a decision to educate any pupil off-site.

School leaders to carry out regular safeguarding checks on the alternative provision setting</td>
<td>As necessary</td>
<td>DS

As necessary</td>
<td>DPS

As necessary</td>
<td>None. Work carried out as part of leadership role</td>
<td>Appropriate checks have been made on the registration and DBS status of the alternative provision
Green – Letter of Assurance in place
Red – Letter of Assurance not in place
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td>N/A</td><td>No provision being used but policy in place.</td></tr>
<tr><td>Nov 20</td><td></td><td>Checks made DPS aware and documents signed.
Hackberry used since September, visit completed, a child has had 5 days there.</td></tr>
<tr><td>Dec 20</td><td></td><td>No more provision used.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>KM</td>
<td>Improve the system for monitoring the attendance of pupils in alternative provision so that school leaders are aware of whether their pupils are attending alternative provision on a daily basis and are able to intervene swiftly where pupils are absent to keep them safe. Leaders fully comply with the CMAT Alternative Provision Policy.</td>
<td>30/3/20</td>
<td>DS

Daily check in with provider. Visits to provision at least termly?</td>
<td>DPS

Termly report</td>
<td>None. Work carried out as part of leadership role</td>
<td>Scrutiny of the process for monitoring the attendance data for pupils in alternative provision confirms that checks by school leaders are routine, timely and lead to swift intervention
Green – attendance monitoring for pupils in AP is secure
Amber – attendance is monitored but not robustly
Red – attendance not monitored
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td>N/A</td><td>No provision being used but policy in place.</td></tr>
<tr><td>Nov 20</td><td></td><td>HT ensures that child is in provision each planned session. Evidenced on CPOMs.</td></tr>
<tr><td>Dec 20</td><td></td><td>HT/Attendance Officer/DSL ensures that child is in provision each planned session. Evidenced on CPOMs.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
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[12] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 4

<table>
<tr>
<td></td>
<td>KM</td>
<td>Improve the system for monitoring the behaviour of pupils in alternative provision so that school leaders are aware of whether their pupils are behaving well in alternative provision and are able intervene swiftly where the behaviour of pupils is of cause for concern</td>
<td>20/7/20</td>
<td>DS

Daily check in with provider. Visits to provision every 3 weeks.</td>
<td>DPS

Termly report</td>
<td>None. Work carried out as part of leaders hip role</td>
<td>Exclusion data for pupils in Alternative Provision confirms pupils are behaving well or there is strong improvement in their behaviour since attending AP
Green – no FTEs
Amber – evidence of strong improvement in behaviour
Red – ongoing concerns about behaviour; FTEs
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td>N/A</td><td>No provision being used but policy in place.</td></tr>
<tr><td>Nov 20</td><td></td><td>Behaviour interventions are only having a partial impact due to the limited time in provision.</td></tr>
<tr><td>Dec 20</td><td></td><td>Behaviour in provision improved. No fixed term exclusions from half term onwards. To move to green this needs to happen over a more sustained period of time.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>d.
Eradicate inconsistencies in the school's approach to record keeping by establishing a systematic and robust procedure for recording communication about vulnerable pupils</td>
<td>KM</td>
<td>Review the school policy and procedure for reporting safeguarding concerns
Deliver training to all staff on CPOMS
Clarify categories on CPOMS to ensure accuracy of record keeping
Establish scheduled Safeguarding Team meetings to monitor and evaluate the effectiveness of record keeping and to ensure incidents have been actioned and followed up
Ensure paper safeguarding records are kept securely and with a chronology and treasury tagged</td>
<td>20/7/20</td>
<td>DS

Daily check in with provider. Visits to provision every 3 weeks.</td>
<td>DPS

Termly report</td>
<td>None. Work carried out as part of leaders hip role</td>
<td>Monitoring of CPOMS by the DSL confirms that incidents are being logged in line with guidance
Green - All/almost all logs are in-line with guidance
Amber - most logs are in-line with guidance
Red – more than 50% of logs are not in-line with guidance
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>Almost all logs are in line with guidance. Those that need tweaking are done so immediately. Showing strong monitoring process with follow up to staff.</td></tr>
<tr><td>Dec 20</td><td></td><td>See last comments</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
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<tr>
<td rowspan="2">e.
Ensure leaders and managers, including governors, are appropriately skilled and knowledgeable to quickly develop systems to hold leaders to account for all aspects of safeguarding</td>
<td>KM</td>
<td>Deliver safeguarding training to all governors regularly, in-line with staff training and updated regularly</td>
<td>20/7/20</td>
<td>DS</td>
<td>IEC
Governors receive safeguarding refresher leaflets every two weeks</td>
<td>None. Work carried out as part of leadership role</td>
<td>Governor training is compliant with statutory requirements
Green –governor training is up to date
Amber – governor training is up to date but not scheduled to be updated within required statutory timescales
Red – there are gaps in governor training and/or training has not been updated within the statutory timescales
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>To be updated in the IEC meeting 26th November to ascertain:
Governors with Trust/school email addresses.
Have Govs got a Hays training account.
Which Govs have completed which training.</td></tr>
<tr><td>Dec 20</td><td></td><td>Governor training up to date.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>KM</td>
<td>Safeguarding governor to visit school half-termly to monitor and evaluate the effectiveness of safeguarding with an agreed focus for each visit</td>
<td>1/4/20</td>
<td>LSG

Learning walks Discussion with pupils and staff. Scrutiny of CPOMS Safeguarding meeting notes</td>
<td>IEC

Half termly report to IEC on work undertaken.</td>
<td>None. Work carried out as part of leadership role</td>
<td>Link-governor reports to IEC confirm safeguarding is effective
Green – safeguarding is effective
Red – safeguarding is not effective
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>Governor visit and DPS visit 23rd November.</td></tr>
<tr><td>Dec 20</td><td></td><td>See previous comments. Governor reported to IEC on 28th November.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>f.</td>
<td>DS</td>
<td>Ensure the agenda for IEC meetings provides a clear and systematic focus on safeguarding in order to ensure that the areas for development identified on the annual LSCB audit are addressed</td>
<td>1/4/ 20</td>
<td>IEC

IEC agenda Half termly</td>
<td>LA

IEC minutes Half termly</td>
<td>None. Work carried out as part of leadership role</td>
<td>Annual LA safeguarding audit confirms safeguarding, including the leadership and management of safeguarding, is effective
Green – LA audit ragged green for all aspects
Amber – LA audit ragged amber for some aspects
Red – LA audit ragged red for over half of all aspects
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>Both LA and Trust audits confirms that safeguarding is effective.</td></tr>
<tr><td>Dec 20</td><td></td><td>LA audit complete and submitted.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
</table></td>
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</table>

Strengthen quality assurance procedures to enable school leaders, Trust leaders and governors to check robustly that all staff are following the agreed policies and procedures to keep children safe	**KM**	Work with the LA Safeguarding Lead to evaluate the school's self-evaluation of the effectiveness of safeguarding	1/1/ 21	**DS** Half termly scrutiny of SEF	**PC** Half termly SEF presented to PC	None. Work carried out as part of leaders hip role	Apr 21 Jun 21 Jul 21 Nov 21 Dec 21
g. Sharpen the role of governors and Trust leaders in checking that all staff, including leaders, are following the agreed policies and procedures to keep children safe	**DS**	Schedule regular visits from the safeguarding governor to check compliance.	30/10/20	**LSG** Half termly visits Learning walk Record scrutiny Staff/pupil voice Document check	**PC** LSG report to PC half termly	None. Work carried out as part of leaders hip role	**Safeguarding governor visits school regular and confirms that staff and leaders are following safeguarding policies.** Green – Half termly visits undertaken and monitoring activities carried out. IEC receive regular reports. Amber – Some visits/monitoring activities or reports to IEC Red – No visits/monitoring activities or reports to IEC

Term	RAG	Comment
Jul 20		Lockdown impact
Nov 20		Lockdown impact, although safeguarding Gov. has had a meeting with safeguarding lead through teams.
Dec 20		Lockdown impact, although safeguarding Gov. has had a meeting with safeguarding lead through teams.
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

Area for Improvement 2: Leadership and Management

Milestones:

by end of July 2020	by end of December 2020	by end of April 2021	by end of July 2021	so that by November 2021
There is a clear line of accountability for all roles and responsibilities across school. The SLT have a clear understanding of the school's areas for development and this is communicated to all staff effectively. The Statement of Action is in place to address all of the OFSTED priorities.	Middle leaders have clear plans in place which underpin the key priorities for improvement within the SIP and demonstrate their understanding of the strengths and areas for improvement in their subject/aspect. The Maths and English framework for monitoring is in place and is	Senior leaders have a clear understanding of their roles, responsibilities, accountabilities and are having an impact on teaching and learning over time. All senior and middle leaders have a good understanding of performance data and are using	Leaders have evidence that they are engaging effectively with the whole school community and this has led to school improvement. Leaders have an evidence base to show how they have improved teachers pedagogical and pedagogical content knowledge.	**Leadership at all levels is strong resulting in:** All needs of all pupils are met and there is robust evidence to support this. Cohort and end of key stage pupil targets being met (see within the data section of the plan). Teachers meeting appraisal targets.

Subject leaders develop their subject to ensure curriculum coverage. All performance management reviews completed. The IEC has been part of the Statement of Action development and changes implemented. CPD training plan developed to address training requirements across the school.	having an impact on teaching and learning over time. (Note: Monitoring has taken place and has had impact on teaching and learning. The frequent isolations over the term have impacted on this and we need to extend this into next term to ensure embodied.) Provision Mapping shows that all children's needs are being met in school. (Note: provision map is in place revision of ADPR shows there has been impact but we would like to continue to review this as isolations impacted on outcomes.) Governors have reviewed and updated the SIP. The plan clearly identifies the next stage of development which enables them to fulfil their strategic role. (Note: SOA updated and shared with IEC. Progress Team meeting will review at the beginning of next term.) CPD allocated in Reading to enable teachers to raise expectations by the end of each phase. Appraisal targets set in line with school and class priorities.	outcomes from monitoring to secure school improvement. Feedback from pupil and parent questionnaires evidenced and communicated to the governors, staff and parents. Key priorities from the analysis of work and lesson visits are identified by middle leaders and are highlighted from monitoring. Action plans are in place to target highlighted development points.	Leader have ensured that learners have successfully completed their programmes of study for the year. Parents attend curriculum meetings and understand how they can support their children at home. Teaching and learning in school is good or better over time due to strong leadership. Performance Management is used effectively to encourage, challenge and support teachers' improvement and facilitate high quality professional development The SEF is updated regularly and is an honest and accurate reflection of the school's strengths and weaknesses. **All needs of pupils are continually being met.**	Progress in all areas by the end of each Key Stage is at least in line with National results. Accurate self –evaluation based on secure evidence. Governors having a clear understanding of their role and are holding the school to account. All new governors are able to demonstrate and evidence their impact in school. Good links with parents/carers have been established so that: • parents have a clear understanding how their child is doing in relation to standards expected • parents are engaged in supporting their child's learning which is contributing to improved outcomes

Improve the quality and effectiveness of leadership and management by:
(EIF 29, Page 11)

a) Reviewing the leadership structure of the school to clearly define leadership responsibilities and line-management arrangements
b) Improving strategic leadership capacity at all levels
c) Clarifying the roles and responsibilities of leaders at all levels
d) Improving the capacity of subject leaders to plan a curriculum that meets the needs of all pupils, in particular, for LAPs and SEND pupils
e) Improving the capacity of leaders at all levels to monitor and evaluate the quality of the curriculum through the embedding of robust and systematic Quality Assurance procedures.

Priorities	Lead	Actions	In place by	Monitoring	Evaluation	Est. Cost	Success Criteria/Impact

<table>
<tr>
<td>a.
Review the leadership structure of the school to clearly define leadership responsibilities and line-management arrangements</td>
<td>DS</td>
<td>Review the distribution of leadership roles and responsibilities at all levels so that leaders are clear about their roles and responsibilities.</td>
<td>1/9/20</td>
<td>DPS

Regular visits.
Staff voice.</td>
<td>PC

DPS report to PC during half termly meeting</td>
<td>None. Work carried out as part of leadership role</td>
<td rowspan="2">All leaders are clear about their leadership role and responsibilities and their relationship with other leaders.
Minutes of meetings confirm that line-management is effective in holding leaders to account.
Green – minutes confirm meetings have taken place regularly in-line with schedule of meetings
Amber - minutes confirm some meetings have taken regularly place in-line with schedule of meetings
Red - minutes confirm meetings have not taken place regularly in-line with schedule of meetings
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Regular SLT management minuted. ALL SLT contributed to meetings.</td></tr>
<tr><td>Nov 20</td><td></td><td>Continued SLT leadership meetings minuted.</td></tr>
<tr><td>Dec 20</td><td></td><td>Continued SLT leadership meetings minuted. SLT has been reviewed to ensure clear accountability. (Creation of DHT role)</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
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<td></td>
<td>DS</td>
<td>Establish a clear line-management structure to monitor and evaluate the quality of leadership and ensure accountability at all levels</td>
<td>1/9/20</td>
<td>DPS

Regular visits.
Staff voice.</td>
<td>PC

DPS report to PC during half termly meeting</td>
<td>None. Work carried out as part of leadership role</td>
</tr>
<tr>
<td>b.
Improve strategic leadership capacity at all levels

“Leaders’ evaluation of the school’s strengths and weaknesses has not been accurate. As a result, leaders have not been clear about</td>
<td>DS</td>
<td>Review the school SEF and ensure it is regularly updated so that all leaders are clear about the school’s strengths and weaknesses and all are acutely aware of school priorities. All leaders will then be in a position to contribute to rapid and sustained school improvement.</td>
<td>18/12/20</td>
<td>DPS

Regular visits.
Staff voice.
Subject action plans.
SIP/SEF</td>
<td>PC

DPS report to PC during half termly meeting</td>
<td>None. Work carried out as part of leadership role</td>
<td>All school leaders, including the IEC, understand the school’s areas of strength and weaknesses. All school leaders have a clear view of progress and make changes to SEF following each data collection point and/or QA cycle.
Green – SEF is updated termly and all school leaders/IEC understand the strength and weaknesses. Changes are made following each QA cycle
Amber – SEF has been updated at the start of the academic year and school leaders/IEC understand the strengths and weaknesses.
Red – SEF is not regularly reviewed.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>No SEF due to Ofsted report being current.</td></tr>
<tr><td>Nov 20</td><td></td><td>SEF is in written and in place. This has been communicated to the SLT. In order to be green SEF needs to be monitored and updated following each QA cycle.</td></tr>
<tr><td>Dec 20</td><td></td><td>SEF has been reviewed by SLT and has been shared with CMAT. Will green when Progress Meetings begin.</td></tr>
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<tr>
<td rowspan="4">the priorities facing the school."[13]</td>
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<table>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>DS</td>
<td>To ensure the school improvement plan is tightly aligned to the identified areas of weakness in the SEF in order to promote sustained rapid improvement.</td>
<td>18/12/20</td>
<td>DPS

Regular visits. Staff voice. Subject action plans. SIP/SEF</td>
<td>PC

DPS report to PC during half termly meeting</td>
<td>None. Work carried out as part of leadership role</td>
<td>The school improvement plan is tightly aligned to the identified areas of weaknesses in the SEF and school leaders know what the school is doing in order to improve.
Green – SIP is regularly addressed and all leaders are aware of the improvements required.
Amber – Some areas of the SIP are aligned to the SEF
Red – SIP is not tightly aligned to the SEF
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>SoA in place and understood by all SLT.</td></tr>
<tr><td>Nov 20</td><td></td><td>SoA revisited and areas for development implemented.</td></tr>
<tr><td>Dec 20</td><td></td><td>Prolonged isolation has hampered implementation/monitoring of some elements of curriculum. Redraft areas of SOA to reflect this.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
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<tr><td>Dec 21</td><td></td><td></td></tr>
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<td>Clerk</td>
<td>Update governor skills audit and identify areas for CPD on the IEC (governor audit) and book relevant training via LA. This will mean that all governors are upskilled and, in a position, to challenge school leaders appropriately.</td>
<td>18/12/20</td>
<td>Chair of the IEC</td>
<td>Board of Directors
Governor skills audit presented to Board of Directors. Evidence of challenge in IEC/PC minutes.</td>
<td>None. Work carried out as part of leadership role</td>
<td>Areas for CPD on the IEC is identified and relevant training is booked via LA
Green – IEC CPD needs are identified and addressed through training
Amber – CPD for some members of the IEC are identified and addressed.
Red – No CPD has been addressed.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>This was not completed due to lockdown.</td></tr>
<tr><td>Nov 20</td><td></td><td>Information to be addresses by the IEC</td></tr>
<tr><td>Dec 20</td><td></td><td>???</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
Checked audit with clerk 13/7. Some members need to update theirs.</td>
</tr>
<tr>
<td></td>
<td>DS</td>
<td>Implement an annual timetable of CPD and staff training, so that all staff have the skills necessary</td>
<td>30/10/20</td>
<td>DPS

Regular visits.</td>
<td>PC

DPS report to</td>
<td>None. Work carried out as</td>
<td>A robust timetable for CPD and training is established based on the needs of the staff and the school.
Green – A full CPD timetable has been established, training is impactful, and the training needs of the school are being addressed.</td>
</tr>
</table>

[13] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 2

<table>
<tr>
<td></td>
<td></td>
<td>to contribute to school improvement.</td>
<td></td>
<td>Staff training timetable. Staff voice. Training log. Checks on impact of training.</td>
<td>PC during half termly meeting</td>
<td>part of leaders hip role</td>
<td>Amber – A CPD timetable has been established with some training needs addressed.
Red – No CPD timetable has been established
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Timetable in place, but still some gaps due to new members of staff and the curriculum not being fully in place.</td></tr>
<tr><td>Nov 20</td><td></td><td>CPD plan is located in the HT report. In order to be green, impact statement needed.</td></tr>
<tr><td>Dec 20</td><td></td><td>See last comments. Impact statement will be presented to the PC for Lent meetings.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</tr>
<tr>
<td></td>
<td>DS</td>
<td>Develop links with other leaders from outside the school Winterton Federation (Ofsted Good Jan 2020,) in order that good practice can be shared and developed across all leaders in the school.</td>
<td>30/10/20</td>
<td>DPS

Regular visits. Staff voice. Planning. Subject action plans.</td>
<td>PC

DPS report to PC during half termly meeting</td>
<td>£2280 Supply cover</td>
<td>Links have been forged with another school which are enabling leaders to develop their roles. Good practice across both schools has been shared.
Green – All senior and middle leaders have had the opportunity to work with another leader to develop their practice. The impact of the work is tangible.
Amber – Some leaders have had the opportunity to work with others and therefore impact is limited.
Red – There has been limited opportunities to develop links.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Not yet</td></tr>
<tr><td>Nov 20</td><td></td><td>David has worked with the other school and set the agenda for other opportunities to meet with other SLT members. Clear arrangements with support discussed by the Chair of the IEC and LA.</td></tr>
<tr><td>Dec 20</td><td></td><td>Leaders continue to develop links with Winterton. Good practice around assessing standard in books the focus for next term.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>c.
Clarify the roles and responsibilities of leaders at all levels

“The school has found it difficult to recruit governors to the local governing body. Governors</td>
<td>DS</td>
<td>Undertake interim performance management reviews in order to clarify roles, responsibilities and expectations especially relating to leadership. This will result in greater accountability across the school.</td>
<td>6/5/20</td>
<td>DPS

Mid-term PM paperwork. Regular visits.</td>
<td>PC

DPS Report to PC.</td>
<td>None. Work carried out as part of leaders hip role</td>
<td>All staff understand their role and their responsibilities in the school
Green – All staff are aware of their role and responsibilities
Amber – Some staff are aware of their role and responsibilities
Red – There is still some confusion around roles and responsibilities
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Teachers complete, but not other staff</td></tr>
<tr><td>Nov 20</td><td></td><td>Teachers are clear regarding their roles and responsibilities. Support staff need the same understanding in order to be green.</td></tr>
<tr><td>Dec 20</td><td></td><td>Still further reinforcement needed in this area. Use external links (CMAT, LA, Winterton) LA to facilitate Leadership Challenge meetings next term.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
</table></td>
</tr>
</table>

have not held leaders to account. They have not ensured legal requirements for safeguarding are in place."[14] *"At times, some staff have not been open to support from external agencies. This has led to some pupils not receiving support as quickly as they should."*[15]							Jul 21 | | Nov 21 | | Dec 21 | |
	KM	Introduce a systematic approach to monitoring communication with external agencies, particularly in relation to vulnerable pupils	17/7/20	**DS** CPOMs	**PC** Report to PC during half termly meeting	None. Work carried out as part of leadership role	**Lines of communication are improved with all staff and robust systems have been enforced. Any external communication is verified by members of SLT.** Green – Communication with external agencies is timely Amber – Some delay in communication with external agencies Red – Weak lines of communication with external agencies **Term** | **RAG** | **Comment** Jul 20 | | See CPOMS Nov 20 | | CPOMs in place, any errors with communication picked up quickly by the SLT. One piece of communication sent erroneously. Dec 20 | | Continue to forge to ensure robust. Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | |
							CPOMS is used to clearly record communication with outside agencies. Green – Communication with external agencies can clearly be tracker through CPOMS Amber –CPOMs is being used but communication is difficult to track. Red – CPOMS does not track communication with external agencies. **Term** | **RAG** | **Comment** Jul 20 | | Nov 20 | | Monitoring of communications in place which enables SLT to highlight key issues if they arise. Dec 20 | | CPOMS continues to be used well. Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | |
							To ensure open dialogue with external agencies. All meetings, conversations and arrangements recorded. Green – All meetings minuted, recorded and notes for absence clear. All actions identified and implemented with a clear impact statement. Amber – Meeting recorded and actions clearly identified. Red – No efficient record keeping.

[14] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 2
[15] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 4

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>All meetings uploaded to CPOMS.</td></tr>
<tr><td>Nov 20</td><td></td><td>All meetings uploaded to CPOMS.</td></tr>
<tr><td>Dec 20</td><td></td><td>All meetings uploaded to CPOMS.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td rowspan="2">d.
Improve the capacity of subject leaders to define their curriculum intent

“Curriculum leaders are not clear about what pupils should learn in these subjects.”[16]

“Some less able pupils, including those with SEND, do not receive the support they need.”[17]</td><td>RD</td><td>Subject leaders produce a curriculum intent statement that sets out the vision for a high quality of education

Links to external national subject association groups.</td><td>17/7/20</td><td>DS

Intent statements.</td><td>IEC

Report to IEC</td><td>None. Work carried out as part of leadership role</td><td>Subject leaders are able to articulate their curriculum intent.
Green – all subject leaders are able to articulate a clear curriculum intent that supports the school wide intent
Amber – all leaders are able to articulate the whole school curriculum intent but this not yet secure at subject level
Red – leaders are not able to articulate a clear and consistent curriculum intent
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>Training on the curriculum intent completed. Curriculum intent to be completed by 27th November 2020. To be green needs subject leaders to be clear. By December this will be in place.</td></tr>
<tr><td>Dec 20</td><td></td><td>Curriculum Intent Statements complete. Next term use external support to ensure that they are articulated accurately by subject leads.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td>DS

DS</td><td>Develop subject knowledge through SRS Trust partnering ‘subject expert groups’?

Develop subject knowledge through external national subject association groups. (E.g. Geographical Association)</td><td>1/1/21

1/1/21</td><td>DPS

DPS</td><td>IEC

Report to IEC

IEC

Report to IEC</td><td>Supply cover to attend meetings

Membership fees</td><td>Subject leaders develop subject knowledge which allows them to develop the intent implementation and impact of their subjects.
Green – nearly all subject leaders feel supported and can articulate impact on their subject
Amber – some subject leaders feel supported and can articulate impact on their subject
Red – No subject leaders feel supported and can articulate impact on their subject
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>Impact statement to be created by the December Milestones. This will include the subject story. By the end of December each subject will have the subject story firmly in place.</td></tr>
<tr><td>Dec 20</td><td></td><td>Subject stories complete. External validation required next term to ensure accuracy.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
</table>
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[16] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 3

[17] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 3

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>
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<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td></td><td>DS</td><td>Build the capacity of the SENDCO by working with the SENDCO from another school to ensure the leadership of provision and the quality of education for pupils with additional needs is at least good</td><td>17/7/20</td><td>DPS

SEND audit
Staff voice</td><td>PC

Report to PC during half termly meeting</td><td>£900 Supply cover</td><td>
The SENDCO provides the leadership that ensures the quality of education for SEND pupils is at least good.
Green – Partnership has been developed which has resulted in all teachers feeling they are supported in meeting the needs of the SEND pupils in their class. External verification judges the quality of SEND provision at least good.
Amber – Partnership set up but little evidence of impact of collaborative work.
Red – No partnership has been set up
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Not set up yet</td></tr>
<tr><td>Nov 20</td><td></td><td>SEND partnership review set up for 4th December, external review. This had to be postponed due to Lockdown.</td></tr>
<tr><td>Dec 20</td><td></td><td>Reviews complete and action plan developed from findings. Links with Winterton used next term to drive standards through collaborative work.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td>e.
Improve the capacity of leaders at all levels to monitor and evaluate the quality of the curriculum through the embedding of robust and systematic Quality Assurance procedures
‘’The curriculum in some subjects is not well planned. Some pupils do not</td><td>RD</td><td>Accurate and timely monitoring processes established so gaps in provision and teaching and learning and the curriculum are identified. As a result, all pupils make at least good progress.</td><td>17/7/20</td><td>DS

Learning walks.
Lesson observations,
Book scrutiny
Planning</td><td>PC

Report to PC during half termly meeting</td><td>None. Work carried out as part of leadership role</td><td>
A schedule of monitoring processes has been established and gaps in provision, teaching and learning are identified and addressed in a timely manner.
Green – accurate and timely monitoring processes are established and are being followed
Amber – Some monitoring processes have been established and are being followed
Red – monitoring processes are not securely in place
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown</td></tr>
<tr><td>Nov 20</td><td></td><td>Monitoring completed on RE, English and Maths completed. A full monitoring timetable to be implemented. Monitoring shows that there is a lack of consistency in expectations of children.
RE – feedback sent with examples to show expectations, follow date 11th Dec.
Eng and Maths follow up by 18th Dec.</td></tr>
<tr><td>Dec 20</td><td></td><td>Monitoring and standards impacted by lockdown of all groups across Advent 2 Term. Strategic timetable for next term adapted to reflect this.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<table>
<tr>
<td rowspan="4">remember what they have been taught."[18]

"Curriculum leaders are not clear about what pupils should learn in these subjects Teachers do not consistently ensure that pupils revisit learning so that they remember more over time."[19]</td>
<td></td><td></td><td></td><td></td><td></td><td></td>
<td>QA timetable in place to dovetail with CMAT deadlines – 15/7.</td>
</tr>
<tr>
<td>RD</td>
<td>Ensure that subject leads plan for regular 'pokes' to revisit and embed prior learning, especially in Science, Geography and Computing.

Subject leaders have identified 'non-negotiable' knowledge for each topic so that this can be revisited to ensure it is retained.

Introduce 'Key skills' in Maths to ensure that knowledge is retained.</td>
<td>17/12/20</td>
<td>DS

Learning walks.
Lesson observations,
Book scrutiny
Planning</td>
<td>DPS

Learning walks.
Lesson observations,
Book scrutiny
Planning</td>
<td>£500 Assessment materials

None. Work carried out as part of leadership role</td>
<td>A concrete system of regular mini assessments (pokes) has been established, which allows revisiting and embedding of prior learning.
Green – Regular mini assessments are in place across all subjects
Amber – Some mini assessments are taking place
Red – No system of regular mini assessments established.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown</td></tr>
<tr><td>Nov 20</td><td></td><td>Assessments in Maths completed, end of unit used. Pre teach used in Maths to target gaps. English, OTrack assessments for the midterm review completed. RE – Diocesan assessment tasks used. In order to be green, mini assessments to be culturally embedded.</td></tr>
<tr><td>Dec 20</td><td></td><td>Cumulative quizzing used across History/Geography and Science. Other subjects developing cumulative quizzes by end of Lent term.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>RD</td>
<td>Ensure the effective use of O Track to monitor pupil progress and attainment and identify intervention needs, particularly for vulnerable groups. This will allow leaders to quickly identify learners falling behind and provide interventions to ensure they catch up quickly.</td>
<td>1/4/21</td>
<td>DS

OTrack
Pupil progress meetings
Provision map</td>
<td>DPS</td>
<td>None. Work carried out as part of leadership role</td>
<td>O-Track is used effectively and efficiently by all teachers and leaders and data is analysed methodically. Pupil progress meetings are developed from this and vulnerable groups are carefully tracked and monitored.
Green – O-track is used effectively by all staff and SLT have a clear view of whole school data analysis, including for vulnerable groups.
Amber – Some tracking is evident.
Red – No tracking is evident, and the use of O-Track is weak.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown</td></tr>
<tr><td>Nov 20</td><td></td><td>Some tracking in place. To be green need to establish clear data collection routines in school. So that all staff have an understanding of data across school.</td></tr>
<tr><td>Dec 20</td><td></td><td>Data picture being built up using O-track. Advent data highlighted good progress being made across core subjects.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</tr>
<tr>
<td>RD</td>
<td>Complete lesson studies with a clear curriculum subject focus and use to share good practice,</td>
<td>1/4/20</td>
<td>DS</td>
<td>DPS

Regular visits</td>
<td>£250 lesson study training</td>
<td>Lesson studies have a clear curriculum subject focus and are completed regularly as a tool to share good practice.
Green – Lesson studies have taken place and are an effective tool to share good practice which is reflected in Science, Geography and Computing.</td>
</tr>
</table>

[18] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 2

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		especially in Science, Geography and Computing.		Lesson study notes. Planning, Learning walks Lesson observations	Lesson study notes. Planning, Learning walks Lesson observations		Amber – Some lesson studies have taken place. Red- No lesson studies have taken place. **Term / RAG / Comment** Jul 20 – Lockdown Nov 20 – Lesson studies limited due to a number of bubble closures. However, liaise with Winterton school to assess how they are completing digital lesson studies. Dec 20 – See above comments. Consistent isolations across Advent term disrupted ability to achieve this. Feb 21 Apr 21 Jun 21 Jul 21 Nov 21 Dec 21
	DS	Establish a systematic approach to Quality Assurance to include 'deep dive' activities Work with Winterton Federation and Local Authority to build the capacity of leaders to undertake QA activities.	30/10/20	**DPS** Regular visits. QA timetable **DPS** Regular visits. QA timetable	**PC** Report to PC during half termly meeting **PC** Report to PC during half termly meeting	None. Work carried out as part of leadership role Supply costs to free teachers	**Subject leaders' understanding of monitoring has improved due to moderation from SLT** Green – All subject leaders undertake quality assurance activities effectively Amber – Some subject leaders undertake quality assurance activities effectively Red- Subject leaders' understanding of monitoring is weak **Term / RAG / Comment** Jul 20 – Lockdown Nov 20 – Due to a number of bubble closure, monitoring has been limited. Dec 20 – Literacy/Numeracy and RE monitoring undertaken. Teachers given clear individual guidance on improvement across each subject. Feb 21 Apr 21 Jun 21 Jul 21 Nov 21 Dec 21

Area for improvement 3: Improve the quality of education for all pupils

Milestones:

by end of July 2020	by end of December 2020	by end of April 2021	by end of July 2021	so that by November 2021
The values elicitation exercise has been completed and collated in order to update and improve school values. SENDCo recruited to ensure that all children are appropriately challenged and supported.	The curriculum intent is clear; all staff clear with the vision. (Note: First three weeks of school year school followed a curriculum to help children settle back into school. Curriculum initially narrowed to identify and address gaps in learning. New curriculum introduced in October now has clear rationale for implementation and impact. To turn green would like to ensure it is embedded next term.	Easter milestones for pupil outcomes are met. The non-negotiables are consistently being applied in Reading, Writing and Maths, across the whole curriculum. Assessment for learning procedures are used well to inform gaps in learning which is reflected in	The proportion of children predicted to meet National Standards in Phonics is above National Average. Through regular opportunities to read children consistently demonstrate improved outcomes in reading.	**Leadership at all levels is strong resulting in:** Cohorts and end of Key Stage pupil targets are met (see within the data section of the plan). Moderation is fully embedded across the school and with other schools, resulting in secure and accurate data for all cohorts and key groups.

SEND provision map completed and all staff aware of the clear expectations for each pupil. to have been completed. Phonic provision audited findings presented in staff meeting to improve provision. Whole staff CPD for Reading	LTP in place which is clearly sequenced in all areas. The needs of all pupils are met through detailed provision planning. (Note: provision map is in place revision of ADPR shows there has been impact but we would like to continue to review this as isolations impacted on outcomes.) December milestones for data are met. Improvement points are sharply focused and children are given regular opportunities to respond. (Note: not across all subjects due to narrowed curriculum.) Staff meeting on phonics delivered to standardise phonics across school. Phonics provision good or better across school. (Note: Progress in Phonics has been good across school. Low starting points still mean that percentage of children at age related expectations for Phonics is still not at 'normal' national average) Key groups and gender gaps analysed and targeted accordingly. Assessment procedures updated in line with the new progression grids (Note: RE, Maths, Literacy, History, Geog, Science complete. Other subjects by April 20201) Catholic values permeate through the whole curriculum. (Note: Values timetable has been introduced across school. To be green would like to ensure that values are being embeded) Subject leaders clear with their curriculum intent with robust progression documents.	planning to address the learning needs. Reading provision shows improved outcomes across the school. Highlighted grids are completed which show progress throughout school from the child's starting points in reading.	Gender gaps narrowing in school in each of the phases. EYFS children are making good or better progress from their starting points. Progress across KS1 for middle ability children is good or better. DA gap is narrowing against National others. All foundation subject assessments moderated by the subject leader and assessments accurate.	Assessment for learning has contributed to the children making good progress. Foundation assessments are rigorous and are having an impact on learning and teaching over time. KS1 results are in line or better than National figures. Progress from EYFS to the end of KS1 and KS2 is in line with National or better. Phonic achievements are in line or better than National. Progress across KS2 is in line with National and better. Assessment across the school is firmly embedded and accurate highlighting the hard to move groups and ensuring a higher percentage of GD children in line with or above National.

Improve the quality of education for all pupils by: (EIF 26, Page 9)

a) Developing the curriculum further to ensure it effectively meets the needs of all pupils and, in particular, Low Attaining Pupils (LAPs) and pupils with SEND
b) Improve the precision in curriculum planning by sequencing learning to ensure new learning builds on what pupils already know
c) Improving the provision for Reading and, in particular, the quality of teaching and learning in phonics.

<table>
<tr><th>Priorities</th><th>Lead</th><th>Actions</th><th>In place by</th><th>Monitoring</th><th>Evaluation</th><th>Est. Cost</th><th>Success Criteria/Impact</th></tr>
<tr>
<td>a.
Develop the curriculum further to ensure it effectively meets the needs of all pupils and, in particular, Low Attaining Pupils (LAPs) and pupils with SEND</td>
<td>RD</td>
<td>Teaching staff to clarify curriculum intent and ensure this drives our vision for learning.</td>
<td>18/12/20</td>
<td>DS

LTP/MTP plans
Pupil progress meetings
Pupil data
Staff voice
Pupil voice</td>
<td>DPS

Regular visits.

Report to PC</td>
<td>None. Work carried out as part of leadership role</td>
<td>
Outcome of values elicitation exercise included in a clear and robust curriculum intent. All staff can confidently articulate our values and how these underpin our vision for learning.
Green – 90% and above
Amber – 75%%
Red – below 75%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Values completed but lockdown limited ability to implement and therefore articulate.</td></tr>
<tr><td>Nov 20</td><td></td><td>Values clear, however, needs to be embedded into the new curriculum intent which is being developed from the “Cusp – Unity” programme. In order to be green all staff need to be able to confidently articulate the curriculum intent.</td></tr>
<tr><td>Dec 20</td><td></td><td>Planned in for staff survey at beginning of next term</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
The curriculum is coherently planned and sequenced.
Green – Curriculum planned with clear sequence.
Amber – vast majority of subjects clear and sequenced.
Red – Curriculum not sequenced.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Subject leads created skills progression across the subject.</td></tr>
<tr><td>Nov 20</td><td></td><td>Curriculum, created with a clear sequence.</td></tr>
<tr><td>Dec 20</td><td></td><td>Consistent group isolations due to COVID-19 has meant that the curriculum has been adapted to reflect some interruptions to learning.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
There is clear evidence that the curriculum has the same academic, technical or vocational ambitions for almost all learners. With the SEND curriculum designed to also be ambitious and to meet all needs.
Green – Evidence shows curriculum ambitious for all learners.
Amber – Evidence shows most subjects are developed.
Red – No evidence.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Sequence matched National curriculum expectations</td></tr>
</table>
</td>
</tr>
</table>

							Nov 20		The Cusp curriculum is "unapologetically ambitious", there is a clear sequence to learning with technical vocabulary used appropriately. In order to be green ensure links to SEND needs are clearly highlighted.
							Dec 20		Links to SEND needs being explored. Relevant to our school. SEND review highlighted need to look at how SEND children accessing curriculum.
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		
	RD	Long Term Plans (LTP), which support curriculum implementation, reflect the community and culture of SAW and the interests of the children. Include parent and pupil voice in this.	1/4/21	**DS** Staff/pupil/parent voice LTP Curriculum intent statements.	**PC** Report to PC half termly meetings.	£4000	**Long term planning evidences clear curriculum implementation and links to local community and culture** Green – LTP being used to support curriculum implementation, with planned reviews involving parents and children. Amber – LTP in place with local community and culture embedded Red – LTP not yet in place.		
							Term	**RAG**	**Comment**
							Jul 20		Long term plans in place but due to lockdown had not been implemented.
							Nov 20		Topics in the new curriculum are local based, e.g. Geography – Year 4, local rivers.
							Dec 20		Lockdown has impacted ability to complete. Further links to make unique to our school ie. Poland will be explored.
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		
							Long Term Planning ensures that learners have the opportunity to embed and use knowledge fluently. Green – LTP are rigorous and impact on lessons to ensure embedded knowledge over time, in all subjects. Amber – LTP are in place to ensure embedded knowledge over time, in most subjects. Red – LTP not yet in place.		
							Term	**RAG**	**Comment**
							Jul 20		Long term plans in place but due to lockdown had not been implemented.
							Nov 20		Long term plans have changed in light with embedding new curriculum geared to support EAL learners with significant focus on vocabulary.
							Dec 20		Time needed to evaluate. Due to short time span only one topic covered in some subjects.
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>Evidence from the LTP show that teachers have a good knowledge of the subjects they teach and support for non-specialists clear.
Green – 93% of teaching is at least good in all areas.
Amber – Support needed in some subject areas, clearly identified.
Red – Inadequate teaching seen.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>No teaching observed in summer term</td></tr>
<tr><td>Nov 20</td><td></td><td>No teaching observed in Advent Term. Due to COVID - RA.</td></tr>
<tr><td>Dec 20</td><td></td><td>No teaching observed in Advent Term. Due to COVID - RA. Books reflect teaching delivered is in line with adapted LTP.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table></td></tr>
<tr><td></td><td>RD</td><td>Accurate and timely assessment processes established to measure curriculum impact and so gaps in learning are identified. Termly Trust collection points adhered too.</td><td>17/12/20</td><td>DS

QA timetable.
Assessment timetable.
Pupil progress meetings
Provision map</td><td>DPS</td><td>£500 Assessment materials</td><td>Accurate and timely assessment processes are in place. Curriculum impact on pupil learning is understood and gaps are identified and responded to.
Green – Accurate and timely assessment processes are in place and impact on pupil learning is understood and responded to
Amber – Assessment processes are beginning to impact on gaps in learning
Red – Assessment is ad hoc and gaps in learning are missed
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown</td></tr>
<tr><td>Nov 20</td><td></td><td>Gaps in learning identified through the COVID recovery plan. Pupil Progress meeting scheduled W/B 7th and 14th December. November deadline for data collection met. In order to be green assessment impact is clear and effective.</td></tr>
<tr><td>Dec 20</td><td></td><td>See above</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table></td></tr>
<tr><td></td><td>RD</td><td>(iv)O-Track data is used for termly whole school data analysis (alongside progress in books) and to shape pupil progress meetings, with a half-termly focus on vulnerable groups.</td><td>17/12/20</td><td>DS

Otrack data
Pupil Progress meetings minutes</td><td>DPS

Termly</td><td>None. Work carried out as part of leadership role</td><td>O-Track data is accurate and enables teachers to identify gaps in learning.
Green – All pupils are discussed in termly progress meetings and next steps planned linked to O-Track data/pupil work. Vulnerable groups are monitored half termly.
Amber – Evidence of pupil progress meetings for vulnerable groups in place with clear next steps for learning identified.
Red – Pupil progress, including vulnerable groups, is not monitored.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown</td></tr>
<tr><td>Nov 20</td><td></td><td>Vulnerable groups gaps identified, with clear steps for learning in place. In order to be green assessments are moderated and termly progress meetings culturally embedded.</td></tr>
</table></td></tr>
</table>

							Dec 20		PP meetings have quality assured data. Will turn to green when a number of cycles and assessment data has been inputted and QA'd.
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		
	BW	Ensure that staff CPD on planning for a range of abilities and SEND enables them to meet the needs of a range of learners across the school. (This includes, ADHD friendly classrooms, supporting dyslexia and ASD, interventions for LAP).	17/7/20	**DS**	**IEC** Report to IEC	£250 External training	**Curriculum is meeting the needs of all learners.** Green – 93% staff feel they can meet the needs for all of the children in their class. Amber – Less than 93% of teachers feel they can meet the needs of some of the children in their class. Red – 75% or less teachers do not feel they can meet the needs of the learners in the class.			
							Term	**RAG**	**Comment**
							Jul 20		Lockdown
							Nov 20		Monitoring of this is required by December 2020.
							Dec 20		69% (10/16) still felt extra support needed. Response set up timetabled drop in sessions with SENDCO. Support slots for ADPR. Further Dyslexia training for INSET day in January. Re-evaluate before February half term.
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		
	BW	(v)Staff CPD on planning for a range of abilities and SEND (including ADHD friendly classrooms, supporting dyslexia and ASD, support for LAP).	17/7/21	**DS** Training log. Staff voice.	**PC**	£400	**Teachers and TAs have completed professional development linked to:** ✓ **ASD** ✓ **ADHD** ✓ **Managing behaviour** ✓ **Dyslexia** ✓ **Attachment needs** ✓ **Supporting lower attaining pupils** ✓ **Mental Health** Green- all staff CPD records show certificates for 3 or more relevant topics Amber – a majority of staff have completed at least 2 relevant CPD sessions Red- only a minority of staff have completed at least 2 relevant CPD sessions		
							Term	**RAG**	**Comment**
							Jul 20		ASD, ADHD, Dyslexia, Behaviour
							Nov 20		ASD, ADHD, Managing behaviour, Dyslexia
							Dec 20		ASD, ADHD, Managing behaviour, Dyslexia
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		

<table>
<tr>
<td></td>
<td>DS</td>
<td>(vi)Recruit SENDCO and agree a clear remit of role and responsibilities. Revisit provision map; update SEND register and ensure all staff know how to support pupils in class.</td>
<td>26/7//20</td>
<td>DPS</td>
<td>IEC

Recruitment reported to IEC</td>
<td>£ cost neutral as previous SENDCO resigned</td>
<td>
The school has a qualified SENDCO on staff who is clear about their role and responsibilities
Green – a qualified SENDCO is in post by Pentecost 1and understands fully the role and associated responsibilities
Red – the school does not have a qualified SENDCO in post
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>In post</td></tr>
<tr><td>Nov 20</td><td></td><td>In post</td></tr>
<tr><td>Dec 20</td><td></td><td>In post</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
The school SEND register is up to date and accurate, including on SIMS.
Green – SEND register is up to date and accurate on all databases
Amber – SEND register is inaccurate
Red – SEND register has not been done
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>SEND register correct on new MIS platform.</td></tr>
<tr><td>Dec 20</td><td></td><td></td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td></td>
<td>BW</td>
<td>Monitor the effectiveness of the SEND Provision Map across the school. Interventions to have an impact plan written as to its effectiveness, reported to the SEND lead.</td>
<td>1/4/21</td>
<td>DS

Provision map, Pupil data, Pupil progress meeting notes.</td>
<td>PC

DS report to PC half termly meeting</td>
<td>None. Work carried out as part of leadership role</td>
<td>
Provision Map effective and robust across school.
Green – Provision Map effective and monitored robustly.
Amber - Provision Map not effectively monitored.
Red – Provision map not completed
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown limited ability to deliver provision.</td></tr>
<tr><td>Nov 20</td><td></td><td>Provision map is in place, in order to be green monitoring of effectiveness is needed.</td></tr>
<tr><td>Dec 20</td><td></td><td>Provision map is in place. Some interventions have been impacted by interruptions through isolations. Continue to monitor.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</table>

The SENDCO has created an accurate provision map detailing SEND pupils and support in place, including quality first teaching. All classroom-based staff know how to support the learning of children in their care.

Green – provision map in place and 93% of class-based staff know how to support pupils

Amber – less than 93% of class-based teachers know and understand how to support pupils in class

Red – less than 77% of class-based teachers know and understand how to support pupil needs in class

Term	RAG	Comment
Jul 20		Lockdown impacted provision – teachers not teaching
Nov 20		In order to be amber, monitoring of its effectiveness is required by December 2020.
Dec 20		New curriculum in Science/Geog/Hist has been adapted to meet needs of SEND pupils. Coverage of topics is needed to asses impact. (Some subjects only one topic) 69% (10/16) still felt extra support needed. Response set up timetabled drop in sessions with SENDCO. Support slots for ADPR. Further Dyslexia training for INSET day in January. Re-evaluate before February half term.
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

The school monitors the effectiveness of all interventions. Impact reports written and gaps identified.

Green – All interventions monitored.

Amber – A significant majority of impact statement written.

Red – Impact statements not effectively written.

Term	RAG	Comment
Jul 20		Lockdown impact
Nov 20		In order to be amber, impact statements are required for interventions used.
Dec 20		
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

Impact statements show progress and robust support of all SEND children in school.

Green – Impact statements effective and show clear evidence of progress.

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>Amber – Impact statements written – limited next steps.
Red – Impact statements not effectively written.<table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr><tr><td>Nov 20</td><td></td><td>In order to be amber, impact statements required.</td></tr><tr><td>Dec 20</td><td></td><td></td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table></td></tr>
<tr><td rowspan="2">b.
Improve the precision in curriculum planning by sequencing learning to ensure new learning builds on what pupils already know</td><td>DS</td><td>Identify SLT member with overall responsibility for Quality of Education, including assessment, so a clear overview and strategic direction is established. Ensure appropriate CPD and support is identified and implemented.</td><td>21/5/20</td><td>DS

Training plan/ LTP/MTP plans Notes on work with other schools</td><td>PC

Half termly report</td><td>None. Work carried out as part of leadership role</td><td>SLT (RD) member has responsibility for the strategic direction of curriculum/assessment (quality of education), including supporting the developing roles of subject leaders.
Green – Quality of education lead established; strategic direction shared and teachers equipped to lead subjects.
Amber – Person identified and quality of education developing.
Red – No person in charge and therefore unclear strategic direction for quality of education; insecure subject leadership<table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Lead in place and subject leads have developed progression grids.</td></tr><tr><td>Nov 20</td><td></td><td>6 SLE days have been offered to support the school with areas for development. In order to be green, meetings with subject leads evaluated and any gaps identified and supported.</td></tr><tr><td>Dec 20</td><td></td><td>Lead has developed strategic awareness. LTP have been adapted in response to a narrowed curriculum and interruptions through isolations. Gaps in areas such as assessment procedures have been identified and planned for.</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table></td></tr>
<tr><td>RD</td><td>Subject leaders to plan for a clear sequence of learning in each subject linked to National Curriculum and develop a sequence of subject skills and knowledge to be introduced in each year group to ensure breadth of experience.</td><td>1/4/20</td><td>DS

LTP/MTP Book scrutiny Learning walks Lesson observations.</td><td>DPS

Report to PC</td><td>None. Work carried out as part of leadership role</td><td>Subject leaders have a secure understanding of how a child's learning is sequenced on their journey through that subject in school
Green – Subject leaders have a secure sequencing structure in place to meet NC objectives and develop learning skills
Amber – Clear sequencing structure developing in some subjects and embedded in others
Red – Clear sequencing structure not yet in place<table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Progression grids in place.</td></tr><tr><td>Nov 20</td><td></td><td>Sequencing of plans in place in all subjects. In order to be green, subject leaders need to be able to articulate this sequence in learning clearly.</td></tr><tr><td>Dec 20</td><td></td><td>Link with Winterton Federation will be used to develop this aspect.</td></tr><tr><td>Feb 21</td><td></td><td></td></tr></table></td></tr>
</table>

	RD	Leaders to check implementation of planned curriculum, to ensure consistency of delivery.	1/4/20	Staff and pupil voice **DS** LTP/MTP Book scrutiny Learning walks Lesson observations. Staff and pupil voice	**DPS** Report to PC	None. Work carried out as part of leadership role	<table><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table>
	RD	Leaders to check impact of planned curriculum through work scrutiny/discussions with pupils, to check retained in long term memory.	1/4/20	**DS** LTP/MTP Book scrutiny Learning walks Lesson observations. Staff and pupil voice Data	**DPS** Report to PC	None. Work carried out as part of leadership role	**Pupils show a detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the standards in each subject area, over time.** Green – Evidence of pupil knowledge and skills clear, in all areas. Amber – Evidence of pupil knowledge and skills clear, in most areas. Red – Evidence of pupil knowledge not yet in place. <table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr><tr><td>Nov 20</td><td></td><td>New curriculum just been adopted, a number of bubbles have been closed. In order to be amber, evidence of pupils knowledge reflects the “knowledge notes” in each subject.</td></tr><tr><td>Dec 20</td><td></td><td>Limited topics inn some subjects covered so far. Initial checks show that knowledge notes are being delivered. To move through RAG rating more topics and consistent delivery of knowledge notes needed.</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table>
	RD	Develop a corresponding assessment system with clear developmental milestones, so learning can be built on what children already know.	1/4/20	**DS** QA timetable Assessment timetable Completed assessments	**DPS** Report to PC	None. Work carried out as part of leadership role	**Subject leaders establish a clear assessment system for their subject linked to year groups and leading towards the NC end of Key Stage outcomes.** Green – Clear assessment systems are in place and in use across all subjects Amber – Assessment systems are in development in most subjects Red – Assessment is not yet linked to each subject <table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Long term plans in place but leads still to decide upon assessments for non-core subjects.</td></tr></table>

				Moderated work Book scrutiny			Nov 20		Classtrack (formative element of O-Track) will be used to assess children in all subjects. RE assessment to use Diocesan EOY statements, as required. In order to be amber assessment systems across subjects in place.
							Dec 20		Next term all formative objectives on O-Track for all subjects. Lit/Num/RE assessment procedures in place.
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		
							School moderates work with other schools on a termly basis. To ensure that judgements are accurate and gaps identified. Green – There is a clear moderation strategy and timetable. Amber- Moderation strategy is in place but is ineffective Red – There is no clear moderation strategy.		
							Term	**RAG**	**Comment**
							Jul 20		**Lockdown impact**
							Nov 20		**To begin with Winterton Federation this term**
							Dec 20		**Nov/Dec Lockdown impacted upon this.**
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		
							Moderation with other schools show judgements are accurate across all subjects. Green – 95% of assessments judged accurately by external source. Amber – 75% of assessments judged accurately by external source. Red – Less than 75 of assessments judged accurately by external source.		
							Term	**RAG**	**Comment**
							Jul 20		**Lockdown impact**
							Nov 20		**To begin with Winterton Federation this term**
							Dec 20		**Nov/Dec Lockdown impacted upon this.**
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		
							Ensure that gaps in pupil's knowledge are highlighted quickly and effectively. Green – Assessments target pupil's needs and are implemented effectively. Amber – Assessments highlight pupils needs. Red – Assessments are not effective.		
							Term	**RAG**	**Comment**

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td><td>Lock</td></tr>
<tr><td>Nov 20</td><td></td><td>Narrowed curriculum allowed gaps in knowledge to be quickly highlighted and pupils supported. In order to be green this needs to be monitored for impact.</td><td></td></tr>
<tr><td>Dec 20</td><td></td><td>Curriculum continued to be delivered despite frequent interruptions from isolations. Continue to monitor impact.</td><td></td></tr>
<tr><td>Feb 21</td><td></td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td><td></td></tr>
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<tr><td></td><td>RD</td><td>Establish a robust transition system with time for teachers to share assessment information and moderate examples of borderline cases, so no learning time is wasted.</td><td>17/7/21</td><td>DS

Transition schedule. Pupil progress meetings.</td><td>DPS

Termly evaluation</td><td>None. Work carried out as part of leadership role</td><td>
Transition guidance is in place and teachers have time to share assessments and moderate judgements at the end of each academic year
Green – All pupils are discussed in planned transition meetings; borderline cases are moderated and a final judgement agreed
Amber – Transition arrangements are in place but are not as effective they could be.
Red – No transition arrangements in place
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Staff met with each other but this will be refined for next year. Impact of lockdown.</td></tr>
<tr><td>Nov 20</td><td></td><td>Plan in place for June 2021, transition arrangements to be monitored in order to be green.</td></tr>
<tr><td>Dec 20</td><td></td><td>See above comments</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr><td>c.
Improving the provision for Reading and, in particular, the quality of teaching and learning in phonics.

“Most pupils achieve well by the end of key stage 2 in reading, writing and mathematics. However, the</td><td>JM</td><td>Further audit reading and phonics with the support of CMAT SLE and LA. Deliver staff CPD to all teachers and TAs on teaching quality phonics.</td><td>17/12/20</td><td>DS

Reading audit Training log</td><td>PC

Report during PC meeting.</td><td>£500</td><td>
Audit provides a clear analysis of strengths and areas for improvement. CPD is delivered to all class-based staff in all phases.
Green – Audit complete and clear picture of phonics/reading established. All class-based staff trained in teaching phonics and early reading skills accurately.
Amber – audit complete and staff CPD delivered.
Red – Inaccurate audit leads to ineffective provision; no CPD
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Training delivered, school lead to deliver more training in September when all staff return.</td></tr>
<tr><td>Nov 20</td><td></td><td>CPD has been delivered, there is a clear picture of phonics provision in place.</td></tr>
<tr><td>Dec 20</td><td></td><td>Progress – data.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td rowspan="2">teaching of early reading does not help all pupils to be fluent and confident readers."[20]

"Some pupils do not read with fluency. Children start learning phonics straight away in Reception. However, teachers do not give children enough time to practise new sounds."[21]

"The books children read do not match the sounds they are learning well enough. Some pupils, including those with special educational needs and/or disabilities (do not receive the support they need to catch up quickly
Leaders do not make sure that phonics cat ch up sessions build pupils' confidence and fluency in reading."[22]</td>
<td>JM</td>
<td>Share clear guidance on delivery/planning/resources/assessment/support. Timetable phonics sessions daily for pupils in EYFS and Years 1 and 2, with regular phonics precision teaching for pupils who need additional support from Y3-Y6.</td>
<td>17/12/20</td>
<td>DS

Reading audit
Training log
Planning
Learning Walks
Lesson observations.
Pupil data.</td>
<td>PC

Report during PC meeting.</td>
<td>None. Work carried out as part of leadership role. Support as part of TA hours already in place.</td>
<td>Guidance on teaching phonics and reading skills in place and shared with all class-based staff. Monitoring shows daily phonics provision and precision teaching is in place.
Green – Clear guidance on teaching phonics and reading is understood by staff. Phonic teaching is evident and is having an impact on outcomes.
Amber – Phonics teaching is in place in infant classes; provision for older children is developing. Most staff understand how to teach phonics
Red – Phonics provision is mixed across school; staff lack understanding of how to teach phonics
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Monitoring is impacted by lockdown.</td></tr>
<tr><td>Nov 20</td><td></td><td>Staff understand phonics and how it is to be taught. As evidenced by phonic meetings minutes, every class has the same layout for phonics and assessments. In order to be green – monitoring in place.</td></tr>
<tr><td>Dec 20</td><td></td><td>Daily phonics in place evidenced by timetables; however, limited monitoring has been done due to Covid restrictions.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>JM</td>
<td>Implement a robust monitoring system so quality phonics and reading is ensured. Include assessments, observations, evidence of pupil progress and how they apply their phonic knowledge in other learning. Compile accurate reading assessment records, linked to phonics stages.</td>
<td>30/10/20</td>
<td>DS

Quality assurance timetable.
Observations
Assessments
Pupil voice
Reading records
Pupil data</td>
<td>PC

Report during PC meeting.</td>
<td>£2000 (New books)</td>
<td>Phonics and reading will be monitored by:

✓ Drop in observations
✓ Teacher assessments
✓ Pupil voice
✓ Hearing children read
✓ Matching phonics stage to written work/spelling
✓ Reading data
✓ Matching phonics stage to reading records

Green – Robust monitoring system in place; quality phonics and reading are evident across school
Amber – Monitoring established; improvements noted
Red – Inaccuracies remain
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>In order to be green monitoring is in place, ensuring the impact is clear from actions to improve the phonics provision.</td></tr>
<tr><td>Dec 20</td><td></td><td>Teacher assessments show good progress. Other monitoring has been restricted.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
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[20] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 2
[21] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 2
[22] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 2

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<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>
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<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>
Phonics teaching and learning is at least good across all phases.
Green – 100% of phonics lessons are judged at least good.
Amber – 86% of phonics lessons are judged at least good.
Red – Less than 86% of phonics lessons are judged at least good
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Observations not happened due to lockdown impact. Discussion in place to look at electronic methods of observing lessons.</td></tr>
<tr><td>Dec 20</td><td></td><td>Electronic options not able to go ahead due to year groups not in school. Socially distanced observations planned in January.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td></td><td>JM</td><td>Audit the training needs of all staff linked to phonics. Ensure that all staff have had updated training and this is monitored for effectiveness.

“Staff have had training to teach the school’s phonics programme. Some staff need further training to strengthen the effectiveness of the teaching of early reading for all pupils.”[23]</td><td>20/9/20</td><td>DS

Reading audit
Training log</td><td>PC

Report during PC meeting.</td><td>£400</td><td>
Staff in EYFS and KS1 have all had updated phonics training.
Green – All staff have had updated phonics training and this is effectively used.
Amber – All staff have had updated phonics training.
Red – Phonics training not in place.

<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Training delivered but further training needed.</td></tr>
<tr><td>Nov 20</td><td></td><td>Training in place. JM extended phonics training further up the school to ensure provision for those learners who missed out on their phonics attainment in KS1.</td></tr>
<tr><td>Dec 20</td><td></td><td>Teacher feedback positive and next areas for development and training have been identified.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td></td><td>JM</td><td>Reinstate the importance of regular reading for fluency in all classes. Prioritise LAP/SEND</td><td>3/9/20</td><td>DS

Planning</td><td>PC</td><td>None. Work carried out as</td><td>Staff can confidently assess pupil reading to ensure accurate match with reading books. Daily readers identified in each class; at least half termly reading with a teacher for all children to assess progress.</td></tr>
</table>

[23] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 3

<table>
<tr>
<td></td>
<td></td>
<td>pupils for daily reading with a member of staff. Class teachers to assess all pupils in their class to ensure an accurate match to reading book stages. CPD on miscue analysis if this is needed.</td>
<td></td>
<td>Lesson observations
Pupil/staff voice
Learning walks
Daily reader logs</td>
<td>Report during PC meeting</td>
<td>part of leaders hip role</td>
<td>Green – Children read regularly in school, books that are well-matched for their ability. Teachers confidently assess and monitor reading progress.
Amber – LAP/SEND pupils are reading daily; all pupils are on track to be assessed
Red – Reading remains irregular and assessment is inaccurate
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>All children have been matched to their correct reading books. JM has identified the lower 20% of each cohort and these children have been targeted. In order to be green this needs to be monitored.</td></tr>
<tr><td>Dec 20</td><td></td><td>Identified 20% have had data looked at and whilst some have made progress, not enough have made enough progress to be removed. Ongoing monitoring.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td></td>
<td>JM</td>
<td>Invite members of the community to train as reading support volunteers. Register with DBS and offer relevant CPD for those who can commit to regular time in school.</td>
<td>17/7/21</td>
<td>DS

Training logs for volunteers. Volunteer log.</td>
<td>PC

Report during PC meeting</td>
<td>None. Work carried out as part of leaders hip role</td>
<td>A bank of trained, regular reading volunteers supports the regular reading of pupils in school.
Green – Children read regularly to volunteers in school, thus increasing their practice
Amber – some volunteers hear readers
Red – Reading is only supported by school staff
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Dec 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
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<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td></td>
<td>JM</td>
<td>Continue to establish whole class guided reading and ensure that pupils who need support with more formal, written comprehension have access to developmentally appropriate resources.</td>
<td>17/12/20</td>
<td>DS

Planning
Lesson observations
Pupil/staff voice
Learning walks
Daily reader logs</td>
<td>PC

Report during PC meeting</td>
<td>£2000 (Class readers)</td>
<td>Whole class guided reading is understood and implemented in each class. Resources used are appropriate to children's age and stage. Observations and staff/pupil voice show that:
Green – 93% of teachers are confident at leading whole class guided reading; pupils make progress in their reading and comprehension skills
Amber – 80% of teacher of teachers are confident in leading whole class guided reading
Red – Gaps in provision for guided reading exist
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>School is training staff on Reading Plus, new strategy implemented from the catch up funding.</td></tr>
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</table>

							Dec 20 | | Reading Plus has been timetabled and utilised across the school. Most teachers but not all, are confident in delivering programme ad intervention related to it. Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | |
	JM	Reading is seen as a priority across the whole school and is having an impact of rapidly improving standards.	17/12/20	**DS** Planning Lesson observations Pupil/staff voice Learning walks Daily reader logs Pupil data Provision map for reading.	**PC** Report during PC meeting	None. Work carried out as part of leadership role	**Standards in Reading are rapidly improving across the whole school.** Green – Reading standards are rapidly improving, at least in line with National Amber – Reading standards are improving, just below National. Red – Reading standards not improving quickly enough, below National levels. **Term** | **RAG** | **Comment** Jul 20 | | Lockdown impact Nov 20 | | Reading standards have dropped from the EOY position in Nov in Year 6. Year 2 have seen an improved position. In order to be amber data needs to recover to National levels. Dec 20 | | Y6 reading at ARE and GDS have improved but cannot be amber until end of the year. Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | | **All children have the correct book for their ability and this is regularly checked and monitored by the teacher.** Green – 100% of children on correct book. Amber – 90% of children on correct book. Red – Less than 90% of children on correct book. **Term** | **RAG** | **Comment** Jul 20 | | Lockdown impact Nov 20 | | Monitoring needs to take place post lockdown. Dec 20 | | See above comments Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | | **Reading Lead has a detailed knowledge of each class and gaps in Reading are clearly identified with rigorous plans to address issues in place.** Green – Reading Lead has clear records, impact statements and action plans in place.

							Amber – Reading Lead has identified areas for development and working towards action planning. Red – Reading Lead has no clear records.

Term	RAG	Comment
Jul 20		Lockdown impact
Nov 20		Reading action in place which highlights gaps and areas for development. In order to be green impact statement of actions is needed.
Dec 20		Reading data analysed and impact statement will be ready January 2021
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

Area for Improvement 4: To Improve attendance across school to be at least in line with national figures.

Milestones:

by end of July 2020	by end of December 2020	by end of April 2021	by end of July2021	so that by November 2021
Clear responsibilities for the new attendance officer clearly defined. New attendance policy developed in line with key findings highlighted from the attendance recovery plan. Ensure that all attendance registers have been completed linked to COVID. Vulnerable pupils are to be contacted daily and this is to be recorded. Reintegrate the AP pupils. Ensure that CPOMs chronology for individual pupils is clear and easily understood. Parental workshops for EYFS planned for and ready for implementation.	Attendance policy and procedures in place. LA procedures for attendance clearly meshed with school procedures – links with Wendy Holmes attendance LA. A triangulation of FSM, SEN, PPG and Boys attendance to identify any trends or patterns has been completed. Identification of the causes for poor attendance actioned. (Note: Difficult to assess impact due to frequent interruptions from isolations. Move milestone to later in year to assess accurately.) Bi-weekly meetings to discuss and monitor attendance occur in order to measure the impact of the Post-Ofsted Plan. Support mechanisms in place for those reluctant attenders. (Note: Difficult to assess impact due to frequent interruptions from isolations. Move milestone to later in year to assess accurately.)	Policy and procedures efficient and effective. LA procedures clearly followed with support for the more vulnerable groups identified. Any trends in attendance data identified and actions plans implemented. Parental workshops for Early Years implemented. Absence percentages for all cohorts are improving.	Attendance in school at least in line with National levels. Persistent Absences at least in line with National levels.	**Leadership at all levels is strong resulting in:** Attendance in school at least in line with National levels. Persistent Absences at least in line with National levels. All policy and procedures have been reviewed and effective. All Stakeholders voice accounted for and any issues raised resolved.

	Persistent Absentees supported and impact minimised. (Note: Difficult to assess impact due to frequent interruptions from isolations. Move milestone to later in year to assess accurately.)			

Improve the attendance and, in particular, the attendance of disadvantaged pupils by:

a) Improving the capacity of school leaders to manage school attendance effectively
b) Ensure that persistent absence is reduced and those children are supported to attend school
c) Establishing an ethos and culture that values the importance of attendance, punctuality and its link to good progress and attainment
d) Applying school attendance policies robustly and proactively implementing appropriate strategies to address attendance issues
e) Deploying internal resources strategically to provide additional support to improve attendance
f) Ensuring policies and interventions are in place to support pupils struggling with other issues which may impact upon their attendance, such as social, emotional, mental health and well-being issues or bullying concerns

Attendance data target areas:

- PPG persistent absences 20%
- Persistent Absences 8.63% ((Year 1 10%, March 2020) 2017/2018 Sch 3.4%)
- Attendance is below National Levels at 95.2%
- SEN All 93.51%
- SEN All (persistent) 14.47%
- Boys attendance 94.73%
- Non-EAL attendance 93.98%

Priorities	Lead	Actions	In place by	Monitoring	Evaluation	Est. Cost	Success Criteria/Impact
a. Improve the capacity of school leaders to manage school attendance effectively. *"Leaders do not check to make sure pupils are attending school well. Rates of absence are rising and the number of pupils who regularly miss school is increasing.*	**DS**	Review the attendance policy and all attendance procedures in school. Ensure that the leadership team give high priority to supporting the improvement of attendance and reduction of persistent absences by regularly reviewing data and reports, weekly, for identified high risk children.	23/10/20	**DPS** Regular visits Attendance Policy Staff voice	**PC** Report in half termly PC meeting.	None. Work carried out as part of leadership role	**Attendance Policy and Procedures are clear and all stakeholders informed; identified attendance at risk group monitored weekly.** Green – Attendance policy and procedures in place and fully understood by all stakeholders; evidence of high-risk pupils monitored weekly Amber – Attendance policy written and procedures becoming established. High risk pupils monitored regularly. Red – Policy not in place; no monitoring evident.

Term	RAG	Comment
Jul 20		
Nov 20		Correct Nov 18th 95.73%, 94.16% SEND, PPG 96.13%, EAL 96.22%. DS monitors attendance and key groups.
Dec 20		Correct Dec 17thh Whole School 96.06%, SEND 94.04%, PPG 96.2%, EAL 96.77%.
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		

<table>
<tr><td rowspan="3">This is particularly the case for disadvantaged pupils. Leaders have very recently identified this and have written an action plan to secure improvements in attendance. It is too soon to see the impact of this work."[24]</td><td></td><td></td><td></td><td></td><td></td><td></td><td>Dec 21</td><td></td><td></td></tr>
<tr><td>DS</td><td>Monitor the registers to confirm appropriate use of codes used, in order to ensure first day calling procedures are followed. e.g. attendance lead to phone parents / carers to enquire why child is not in school if no prior notification has been received.</td><td>23/10/20</td><td>DPS

Attendance drop ins. Attendance officer notes. CPOMs evidence.</td><td>PC

Report in half termly PC meeting.</td><td>None. Work carried out as part of leadership role</td><td colspan="3">Correct register codes used, first calling procedures are followed and weekly checks maintained.
Green – Attendance =>96%
Amber – Attendance 95%-96%
Red – Attendance >95%
<table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr><tr><td>Nov 20</td><td></td><td>Correct Nov 18th 95.73%,</td></tr><tr><td>Dec 20</td><td></td><td>Dec 17th 96.06%</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table></td></tr>
<tr><td>DS</td><td>Produce a school leaflet about the importance of good attendance for all full-time aged children (inclusive of F1 and F2). Additionally, this will form part of the induction pack for parents. To be sent out at the beginning of each term.</td><td>23/10/20</td><td>DPS

Ensure leaflet has gone out. Check communication around attendance.</td><td>PC

Report in half termly PC meeting.</td><td>None. Work carried out as part of leadership role</td><td colspan="3">School leaflet highlighting the importance of good attendance sent to all stakeholders inclusive of parents and carers.
Green – Leaflet sent at the beginning of each term.
Red – Leaflet not sent.

<table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr><tr><td>Nov 20</td><td></td><td>Attendance expectations set out at beginning of term.</td></tr><tr><td>Dec 20</td><td></td><td>See last comments</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table></td></tr>
<tr><td>b.
Ensure that persistent absence is reduced and those children are supported to attend school</td><td>DS</td><td>The Head teacher and IEC will agree attendance and Persistent absence targets for the year.

SLT to track children's attendance for each year group and for all groups especially:
• Disadvantaged Children (PPG)
• Non-EAL</td><td>1/12/20</td><td>DPS

Attendance monitoring notes. Safeguarding meeting minutes. Attendance data.</td><td>PC

Report in half termly PC meeting.</td><td>None. Work carried out as part of leadership role</td><td colspan="3">Attendance and PA targets agreed.
Monitoring of all groups of children's attendance is robust.
Green – Attendance of all groups of children analysed, with detailed plans to address findings reported to the PC.
Amber – Attendance of all groups of children analysed and reported to the PC.
Red – Attendance of groups not analysed robustly.
<table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr><tr><td>Nov 20</td><td></td><td>Attendance report of all groups of children analysed. In order to be green plans have impact on PA children.</td></tr><tr><td>Dec 20</td><td></td><td>Attendance monitored will be scrutinised and next PC meeting</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr></table></td></tr>
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[24] OFSTED (March 2020), Inspection of Saint Augustine Webster Catholic Voluntary Academy, Page 3

		• Boys • SEN All					Jun 21 Jul 21 Nov 21 Dec 21
	DS	The school will, wherever appropriate, provide additional support for a child returning to school after a prolonged period of unscheduled absence (2 weeks). With an individual action plan for each child clearly in place.	21/5/20	**DPS**	**IEC** Report in half termly IEC meeting	None. Work carried out as part of leaders hip role	**Children are supported in school after a prolonged period of absence.** Green – Children correctly identified and support plans in place. Amber-Children identified but plan is not effective Red – Children not correctly identified. **Term** / **RAG** / **Comment** Jul 20 / Red / Lockdown impact Nov 20 / Green / No identified prolonged period of absence, COVID related children supported. Dec 20 / Green / No identified prolonged period of absence, COVID related children supported. Feb 21 Apr 21 Jun 21 Jul 21 Nov 21 Dec 21
	DS	The office will notify the attendance team of the absence of a child with PA (now 90%) on the first day of absence. Pupils with the following attendance concerns will be referred to the LA for a penalty notice: Irregular school attendance/overt truancy; Parentally condoned absences; Unauthorised leave in school term time including any delayed returns or extensions to the original application; The deliberate taking of a holiday/leave of absence in term time without the school's permission (where the school have made the parent aware of their	1/5/20	**DPS**	**IEC** Report in half termly IEC meeting	None. Work carried out as part of leaders hip role	**All children with persistent absences are correctly identified and targeted.** Green – All children identified Amber – Most children identified Red – Children with PA not identified **Term** / **RAG** / **Comment** Jul 20 / Red / Lockdown impact Nov 20 / Green / DS has identified and is working with children identified. Scholarpack used to identify key groups quickly and efficiently. Dec 20 / Green / Children are identified but constant interruption for isolation (Nov-Dec) has made impact difficult to assess in short term Feb 21 Apr 21 Jun 21 Jul 21 Nov 21 Dec 21 **Families are successfully identified and referred to the LA following North Lincs Penalty Notice Code of Conduct.** Green – Referral made within the LA timelines. Amber – Referral made missing timelines. Red – No referral made. **Term** / **RAG** / **Comment** Jul 20 / Red / Lockdown impact Nov 20 / Red / Lockdown impact Dec 20 / Green / Early help strategy used for some families next term Feb 21

<table>
<tr><td></td><td></td><td>policies in relation to leave of absence through publicity materials, general correspondence, policies etc) and where this has created a period of unauthorised absence of at least 10 sessions; Persistent late arrival at school (after the close of registers) in line with DfE guidelines for marking of the register with a U code.</td><td></td><td></td><td></td><td></td><td>
<table>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
School monitors and successfully reports outcomes from all referrals.
Green – Child(ren's) attendance from referral improves.
Amber – Child(ren's) attendance from referral does not improve.
Red – Children not identified correctly.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Dec 20</td><td></td><td>None made yet</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td>c.
Establish an ethos and culture that values the importance of attendance, punctuality and its link to good progress and attainment</td><td>DS</td><td>Ensure that current attendance is published on the website, and school's newsletter for each class, weekly. Attendance percentages to be prominently displayed in the hall, each class to be rewarded for best attendance for that week.</td><td>17/12/20</td><td>DPS

Termly checks on attendance on website and all other compliance</td><td>PC

Report in half termly PC meeting</td><td>None. Work carried out as part of leadership role</td><td>
Current attendance is published on the website, newsletter and visible in every classroom in school for that class.
Class reward to be decided by SLT.
Green – All class attendance published and updated in classes weekly.
Amber – Class attendance not up to date in one class.
Red – Class attendance not up to date in more than one class
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Lockdown impact, RD to work with DPS to look at visibility of attendance across school in classes.</td></tr>
<tr><td>Dec 20</td><td></td><td>Attendance to be displayed in classes next term. Attendance to be added to website weekly (broken down into classes) Weekly attendance message to be sent.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td></td><td>DS</td><td>Children are praised for their good attendance in Friday celebration assembly with certificates for highest attending classes. Individual prize and reward systems – 100% pencils presented to the children at the end of each term.</td><td>30/10/20</td><td>DPS

Termly checks. Certificates</td><td>PC

Report in half termly PC meeting</td><td>£2100 attendance rewards</td><td>
Weekly attendance update in assembly, praising best class. Termly rewards for 100% attendance, as part of the updated attendance policy.
Green – Termly rewards for attendance presented.
Red – Rewards not used.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Dec 20</td><td></td><td>No attendance assemblies carried out due to Covid RA and constant interuptions due to isolations in Nov/Dec. 146 students with 100% attendance will be presented with certificates on return to school.</td></tr>
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<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>
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<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td></td><td>DS</td><td>School to collect annual stakeholder voice linked to the support offered to improve attendance.</td><td>17/7/21</td><td>DPS

Pupil/Parents/Staff voice</td><td>PC

Report to PC</td><td>None. Work carried out as part of leadership role</td><td>
Outcome of Stakeholder Voice activities confirm pupils/parents feel supported with attending school.
Green – 95% or above
Amber – 80%-95%
Red – below 80%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Pupil voice shows pupils feel they have been supported. I feel happy to be back at school 94.3%. Teacher has helped me to settle back into school 98.6%. My teacher is helping me catch up on things I have missed 99.2%</td></tr>
<tr><td>Dec 20</td><td></td><td>See above comments. Parent voice to be collected next term.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td>d.
Applying school attendance policies robustly and proactively implementing appropriate strategies to address attendance issues</td><td>DS</td><td>Attendance monitoring is to be reviewed half termly with an impact statement highlighting how the procedures have improved attendance across the school and across all pupil groups.</td><td>30/10/20</td><td>DPS

Impact statement.

PA data

Attendance meeting notes.</td><td>PC

Report in half termly PC meeting</td><td>None. Work carried out as part of leadership role</td><td>
Impact Statement evidences that the attendance policy and procedures are improving attendance across school.
Green – Attendance =>96%
Amber – Attendance 95%-96%
Red – Attendance >95%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Attendance above 95% currently.</td></tr>
<tr><td>Dec 20</td><td></td><td>Attendance for Advent Term 96.06% Impact statement complete.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
Impact Statement evidences that PA has reduced for all pupil groups.
Green – Persistent Absence =<4%
Amber – Persistent Absence =<8%
Red – Persistent Absence >8%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>PA for Advent 1 14.53%</td></tr>
<tr><td>Dec 20</td><td></td><td>PA for Advent 2 10.55% PA for Advent Term 11.9%</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
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							Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | |
							Impact Statement evidences that procedures and policies are rigorous and effective. Green – Policy and procedures rigorously followed. Amber – Some procedures need adapting. Red – Policy and procedures not effective. **Term** | **RAG** | **Comment** Jul 20 | | Lockdown impact Nov 20 | | Policy identifies persistent absences and these are identified and children supported. Dec 20 | | Impact statement to be assessed at PC meeting. Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | |
	DS	The attendance team to monitor medical absences and request evidence where necessary, create support plans/referrals and discuss at 3 weekly reviews.	30/10/20	**DPS** Attendance meeting notes.	**PC** Report in half termly PC meeting	None. Work carried out as part of leaders hip role	**Medical absences are monitored and evidence collected.** **Support plans/referrals (CAF/EHU/TAC) in place.** Green – Medical absences identified and supported via plan/referral/EHC Amber – Medical absences identified limited support. Red – Medical absences not identified. **Term** | **RAG** | **Comment** Jul 20 | N/A | Nov 20 | | No absence linked to CAF\EHU\TAC needed at this point. Dec 20 | | See above Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | |
	DS	The pastoral or safeguarding team to engage families in 1:1 work throughso that support can be offered, when a problem has been identified at the three weekly reviews (this will include home visits)	17/12/20	**DPS** Attendance meeting notes. Data, early help notes. Support plans	**PC** Report in half termly PC meeting	None. Work carried out as part of leaders hip role	**Individual families are referred to the Education Inclusion correctly if there is no response to other strategies.** **Support plans/referrals (CAF/EHU/TAC) in place.** Green – Correct referrals made and monitored for impact. Red – Children not identified and/or referred correctly. **Term** | **RAG** | **Comment** Jul 20 | N/A | Nov 20 | N/A | None needed at this time. Dec 20 | N/A | None needed at this time. Feb 21 | | Apr 21 | |

<table>
<tr><td></td><td></td><td>The school will discuss with the LA the need to hold attendance panels for individual children who do not respond to other strategies used to improve attendance.</td><td></td><td></td><td></td><td></td><td>
<table>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td>e.
Deploy internal resources strategically to provide additional support to improve attendance</td><td>DS</td><td>The attendance team to use the entry system to print out the names of children who arrive late and reason for lateness.

An L code will be used for lateness this will generate a late letter from the office to be sent to the parents.

Support plans to be put in place if monitoring of lateness is highlighted as an issue.</td><td>30/10/20</td><td>DPS

Attendance meeting notes.
Data, early help notes.
Support plans</td><td>PC

Report in half termly PC meeting</td><td>None. Work carried out as part of leadership role</td><td>
Lateness correctly highlighted and support plans in place as required.
Green – Children with lateness issues identified and supported.
Amber – Children with lateness issues identified
Red – Children not identified.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td>N/A</td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>Children with lateness issues identified, in order to be green support needs to have an impact on their punctuality.</td></tr>
<tr><td>Dec 20</td><td></td><td>Interruptions for isolation in Nov and Dec has impacted on ability to judge impact. Continue to look at next term</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
Lateness statistics improve over each half term and reported to the PC and IEC.
Green – Lateness of children (%) decreases over each half term.
Amber – Lateness of children (%) does not decrease.
Red – Lateness of children (%) increases.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td>N/A</td><td>Due to lockdown</td></tr>
<tr><td>Nov 20</td><td></td><td>Monitoring of this needs to be completed.</td></tr>
<tr><td>Dec 20</td><td></td><td>Will be reported the PC meetings.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td>f.
Ensuring policies and interventions are in place to support pupils struggling with other issues</td><td>DS</td><td>Assess the impact of the attendance policy and procedures after each term. Write an impact statement for the IEC via the PC.</td><td>30/10/20</td><td>DPS

Impact statement.
Attendance meeting notes.
Data, early help notes.</td><td>IEC

Report in half termly IEC meeting</td><td>None. Work carried out as part of leadership role</td><td>
Policy and Procedures effective and attendance at least in line with National levels.
Green – Positive impact statement, all policy and procedures effective.
Amber – Positive impact statement, with a few minor alterations needed.
Red – No impact
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td>N/A</td><td>Due to lockdown</td></tr>
<tr><td>Nov 20</td><td></td><td>Above current national attendance figures. 90% primaries.</td></tr>
</table>
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<table>
<tr>
<td>which may impact upon their attendance, such as social, emotional, mental health and well-being issues or bullying concerns</td>
<td></td>
<td></td>
<td></td>
<td>Support plans</td>
<td></td>
<td></td>
<td>
<table>
<tr><td>Dec 20</td><td></td><td>Overall attendance in line with ‘normal’ figures. PA is higher but has been falling. Interruptions for isolation in Nov and Dec has impacted on ability to judge impact. Continue to look at next term</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td></td>
<td>BW</td>
<td>The SENDCO to ensure all adults working in the school understand their responsibilities to children with special educational needs and disabilities, including pupils whose persistent mental health difficulties mean they need special educational provision, especially around attendance.

School is particularly focused to support children with possible ABSA (Anxiety Based School Avoidance).

Attendance. Anxiety and refusal if not identified early and adequately managed can lead to significant attendance issue for schools.

Attainment. if they aren’t at school they are not learning. If they are not learning they do not attain to the best of their ability. Their failure to attain is also yours and you are judged on this.
Safeguarding. Is the student anxious or avoiding</td>
<td>17/12/20</td>
<td>DS

Provision map
Attendance data
Pupil and parent voice.

CPOMs</td>
<td>PC

Report in half termly PC meeting</td>
<td>None. Work carried out as part of leadership role</td>
<td>
Children with SEND/anxiety barriers to attend school, identified and supported.
Green – Robust support plans in place to improve attendance of children with SEND/anxiety barriers to attendance.
Amber – Children with SEND/anxiety barriers to attendance identified.
Red – No measures in place.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td>N/A</td><td>Due to lockdown</td></tr>
<tr><td>Nov 20</td><td>N/A</td><td>None identified.</td></tr>
<tr><td>Dec 20</td><td></td><td>One child identified EH planned for next term.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
Any child suffering from ABSA is supported fully with all agencies actively involved as support.
Green – ABSA identified quickly and support plans in place.
Amber – ABSA identified.
Red – ABSA has serious delays with identification.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td>N/A</td><td>Due to lockdown</td></tr>
<tr><td>Nov 20</td><td>N/A</td><td>Non recorded.</td></tr>
<tr><td>Dec 20</td><td>N/A</td><td>Non recorded.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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		school as a result of (alleged) poorly managed bullying? If the student is avoiding school, are they safe?					
	DS	If a child's absence is expected to last for more than 15 days in total (either consecutive or cumulative days) then the local authority is under a duty to ensure that the child receives as normal an education as possible while he or she is absent.	1/10/20	**DPS** Remote learning plan	**IEC** Remote learning plan. Shared with IEC	None. Work carried out as part of leaders hip role	**A Strategic Planning Framework, designed to ensure a child's education continues and the agencies involved liaise effectively.** Green – Framework in place if needed. Amber – plan in place with limited impact. Red – No measures in place.

Term	RAG	Comment
Jul 20		Home learning in place.
Nov 20		Remote learning policy in place. This is effectively applied and is evidenced.
Dec 20		Remote learning policy in place. This is effectively applied and is evidenced.
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

Area for Improvement 5: To improve the personal development of pupils.

Milestones:

by end of July 2020	by end of December 2020	by end of April 2021	by end of July 2021	so that by November 2021 Leadership at all levels is strong resulting in:
Ensure that clear values for AWS have been clearly articulated. PSHE lead to be identified. PSHE curriculum progression document to be developed. All values established and liked to the statements to live by. Values shared with all staff.	School's Catholic values and mission statement are clear and evident around school. Pupils able to articulate the mission statement clearly. (Note: disruptions have meant children not in school to live out. Continue to monitor next term) The Catholic Ethos of the school is clear around the school.	After each Worship opportunity for feedback from parents is given. Children are able to plan and lead using the four areas of worship using the correct and appropriate resources. Collective Worship is led by children in school linked to a theme	Parental attendance of Collective Worship has increased and feedback received and feedback confirms the schools work to enhance pupils SMSC is of a high quality. The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development.	The July 2021 milestones are met securely and consistently. The school meets all the criteria for good in personal development securely and consistently.

PSHE lesson planned for the welfare and well-being for all pupils – 8th June wider opening. COVID-19 plans for the Lockdown Gap created.	RE Leader understands the needs of all staff in school linked to training. There is clear evidence that British Values are being taught. (Note: British values have been clearly mapped across the curriculum. More time needed to assess impact of teaching) Website compliant with all dates and times linked to Catholic Life and the promotion of Catholic Ethos. Audit of the Collective Worship timetable taken place and communicated to parents. (Note: Will be communicated next term) Planned children lead collective Worship in school – through guidance of adult help. CPD is arranged for the Leadership Team to ensure that Collective Worship is effectively delivered. Evidence shows there is a clear curriculum intent for PD. Pastoral support is effectively given and impacting on positive behaviour outcomes. Support procedures are clearly defined for needs around SEMH and SEND.	and enriches the Worship of the school. Pupil voice shows that the British Value agenda is clearly developed. All staff have had update CPD regarding developing the Catholic Life in school. Children demonstrate high expectations of themselves and others around them A clear extra-curricular plan is developed.	The Ethos is clearly defined during Learning Walks and visits showing the school promotes equality of opportunity and diversity effectively. The school provides a wide range of extra-curricular activities and a high proportion of DA children take part in extra-curricular activities. British values are being taught effectively so that pupils demonstrate a mutual respect and tolerance of those with different faiths and beliefs.	The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

Improve the personal development of pupils by: (EIF 28, Page 11)

a) Strengthening the Catholic ethos of the school
b) Developing a clear curriculum intent for personal development
c) Developing a more robust PHSE curriculum that promotes equality and diversity and broadens pupils' understanding of life in Modern Britain
d) Improving the provision and support for SEMH
e) Providing more opportunities for enrichment activities

Priorities	Lead	Actions	In place by	Monitoring	Evaluation	Est. Cost	Success Criteria/Impact

<table>
<tr>
<td rowspan="3">a.
Strengthen the Catholic ethos of the school</td>
<td>DS</td>
<td>Establish school values which reflect the culture and community of SAW. Include staff voice in this.</td>
<td>17/7/20</td>
<td>LCLG

Values statements
Monitoring visits</td>
<td>IEC

Values shared with IEC</td>
<td>None. Work carried out as part of leadership role</td>
<td>Whole school community understand, can articulate confidently and live out the values of the school
Green – 95% or above
Amber – 80-95%
Red – Below 80%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Complete but lockdown limited impact so far.</td></tr>
<tr><td>Nov 20</td><td></td><td>Due to lockdown this is difficult to ascertain. However, weekly collective worships promote school's values. In order to be amber percentages of understanding needs to be collected.</td></tr>
<tr><td>Dec 20</td><td></td><td>Now that first value completed. Stakeholder voice will be carried out next term to asses impact.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>KM</td>
<td>Staff CPD on what is a Catholic school using the Christ at the Centre document.</td>
<td>23/10/20</td>
<td>DS

Staff voice
Learning walks</td>
<td>IEC

Monitoring work shared with IEC at termly meetings.</td>
<td>None. Work carried out as part of leadership role</td>
<td>Staff understand the unique nature of the Catholic school and can articulate and live out its ethos.
Green – 95% or above
Amber – 80-95%
Red – Below 80%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Not complete due to lockdown</td></tr>
<tr><td>Nov 20</td><td></td><td>Teachers have had training and understand, this needs to be extended to the support staff. Percentage of staff needs to be collected.</td></tr>
<tr><td>Dec 20</td><td></td><td>Collect staff voice next term.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>DS</td>
<td>The school environment/displays reflect the Catholic Ethos of the school</td>
<td>17/12/20</td>
<td>LCLG
Monitoring visits</td>
<td>IEC

Monitoring work shared with IEC at termly meetings.</td>
<td>None. Work carried out as part of leadership role</td>
<td>Ethos of the school is evident to all including visitors to the school
Green – Positive visitor comments on the Ethos of the school
Amber – Ethos clearly reflected in school environment (DPS/parent comments)
Red – Ethos not clearly reflected in school environment
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>The school environment has shown significant improvement as evidenced by the DPS 23/11/2020. In order to be green, visitors to also comment when lockdown ends.</td></tr>
<tr><td>Dec 20</td><td></td><td>No visitors due to COVID-19 RA</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
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<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td><table><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table></td></tr>
<tr><td></td><td>KM</td><td>The school Mission Statement is evident around school and in children's RE books.</td><td>23/10/20</td><td>DS

Book scrutiny
Learning walks
Lesson observation
Pupil/staff voice</td><td>IEC
Pupil voice
Staff voice
Observations around school
Lesson observations
Learning walks</td><td>None. Work carried out as part of leadership role</td><td>Staff and pupils can talk confidently about the Mission Statement of the school and what makes our school special
Green – Mission statement can be discussed confidently and with pride by all staff and pupils
Amber – Mission Statement is evident and some staff/children can discuss it
Red –Mission statement is not evident and there is lack of understanding.<table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Lockdown meant lots of pupils not in school.</td></tr><tr><td>Nov 20</td><td></td><td>Mission statement is clear and displayed. E.g. in the front of their RE books, however, this needs to be embedded further to be green.</td></tr><tr><td>Dec 20</td><td></td><td>Stakeholder voice collected next term</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table></td></tr>
<tr><td></td><td>KM</td><td>Times of worship/assemblies follow the Liturgical season and key times in the Church's calendar are celebrated by the whole school</td><td>17/12/20</td><td>DS

Collective worship timetable
Planning
Learning walks
Collective worship folders</td><td>IEC
Worship rota written
Liturgical celebrations inc Mass celebrated in school
Visitor attendance at key celebrations</td><td>None. Work carried out as part of leadership role</td><td>The Liturgical season is reflected accurately in all areas of school life.
Green – Liturgical season accurately reflected around school, in all areas, classrooms, worship and children's understanding.
Amber – Liturgical season accurately reflected around school, in all areas, classrooms, worship
Red – Limited evidence that the Liturgical season is referred to.<table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Prayer tables and displays in class reflected catholic nature</td></tr><tr><td>Nov 20</td><td></td><td>Prayer tables and displays in class continue to reflect catholic nature. Displays show that the Head, Heart and Cloud are being used by children in all classes. DPS evidenced 23/11/2020. In order to be green , children need to be able to articulate their understanding.</td></tr><tr><td>Dec 20</td><td></td><td>Continue to work on above.</td></tr><tr><td>Feb 21</td><td></td><td></td></tr><tr><td>Apr 21</td><td></td><td></td></tr><tr><td>Jun 21</td><td></td><td></td></tr><tr><td>Jul 21</td><td></td><td></td></tr><tr><td>Nov 21</td><td></td><td></td></tr><tr><td>Dec 21</td><td></td><td></td></tr></table></td></tr>
<tr><td>b.
Develop a clear curriculum intent for personal development</td><td>JM</td><td>Subject Lead to clarify curriculum intent and ensure this drives our vision.</td><td>17/12/20</td><td>DS

Intent statement
Values statement</td><td>IEC

Report to IEC</td><td>None. Work carried out as part of leadership role</td><td>Outcome of values elicitation exercise included in a clear and robust curriculum intent for the personal development of pupils.
Green – Curriculum intent can be communicated confidently by all staff
Amber – Curriculum intent written
Red – No curriculum intent<table><tr><th>Term</th><th>RAG</th><th>Comment</th></tr><tr><td>Jul 20</td><td></td><td>Not complete</td></tr></table></td></tr>
</table>

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><td>Nov 20</td><td></td><td>The whole school curriculum intent is written; this now needs to be communicated to staff. In order to be green, staff need to be able to communicate this concisely and effectively.</td></tr>
<tr><td>Dec 20</td><td></td><td>See above comments.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td>c.
Develop a more robust PHSE curriculum that promotes equality and diversity and broadens pupils' understanding of life in Modern Britain
"There are few opportunities for pupils to learn about people of different faiths or backgrounds.
Due to this, pupils do not know much about people with different cultures and lives."[25]</td><td>JM</td><td>Subject Lead to develop a long-term plan for PSHE curriculum and ensure it is taught robustly in all year groups</td><td>1/9/20</td><td>DS

LTP/MTP plans
Book scrutiny
Learning walks
Lesson observation
Pupil/staff voice</td><td>IEC

LTP shared with IEC</td><td>£300

New PHSE planning</td><td>
Staff are confident in teaching the PSHE curriculum and there is clear progression across the school.
Green – LTP being used to support curriculum implementation, with planned reviews.
Amber - LTP in place
Red – LTP not in place
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>In place not delivered.</td></tr>
<tr><td>Nov 20</td><td></td><td>In place partially delivered.</td></tr>
<tr><td>Dec 20</td><td></td><td>In place partially delivered.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
There is clear evidence in the curriculum that the work undertaken supports the pupils to develop character – focusing on resilience, confidence and independence.
Green – Evidence is clear with character development highlighted.
Amber – The curriculum identifies but not firmly embedded.
Red – No evidence.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>The unity curriculum ensures that the work in schools supports pupils to develop their own characters. In order to be green this needs to be implemented and embedded in school life.</td></tr>
<tr><td>Dec 20</td><td></td><td>Continue to monitor effectiveness of Unity Curriulum</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<td>
Robust monitoring shows that learners are being prepared for the next steps in their education, developing upon their cultural capital.
Green – Monitoring is robust and evident with impact statement written.
Amber – There is monitoring with limited impact.
Red – Limited monitoring and or evidence collection
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>No monitoring in place, to be developed in order to get amber.</td></tr>
<tr><td>Dec 20</td><td></td><td>Cultural Capital links across curriculum are being identified and enriched where necessary.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<td></td>
<td>JM</td>
<td>Provide opportunities through the curriculum, assemblies and wider opportunities to develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

British Values mapped out across the curriculum clearly articulating where values are being explicitly taught.</td>
<td>14/2/21</td>
<td>DS

British Values statement.
LTP/MTP plans
Book scrutiny
Learning walks
Lesson observation
Pupil/staff voice</td>
<td>IEC

Report to IEC termly.</td>
<td>None. Work carried out as part of leadership role</td>
<td>
British Values are clearly promoted throughout the school and pupils can discuss confidently. That all pupils are developing their understanding of fundamental British values.
Green – 95% or above
Amber – 80-95%
Red – Below 80%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>In order to gain amber, British Values need to be mapped out across the curriculum clearly articulating where values are being explicitly taught.</td></tr>
<tr><td>Dec 20</td><td></td><td>Values have been mapped out across the curriculum. Next step is to collect pupil voice.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
There is clear evidence that pupils are being equipped to be responsible, respectful, active citizens who contribute positively to society.
Green – Evidence is clear with impact statement.
Amber – Evidence is clear in some year groups.
Red – No evidence.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Positive role models are in place with clear behaviour protocols. Children are encouraged to be respectful and negative behaviour incidents have dropped in frequency (See HT report Nov 2020). In order to be green impact statement to be written based on evidence.</td></tr>
<tr><td>Dec 20</td><td></td><td>Impact statement to be assess by PC</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
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							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		

Pupil clearly understand and appreciate diversity and can articulate these values.

Green – Pupils understand diversity and can articulate this.

Amber – Pupils understand diversity.

Red – No evidence.

Term	RAG	Comment
Jul 20		
Nov 20		DPS pupils voice through the various discussions and audits state that children understand diversity. In order to be green this needs to be robustly articulated by all pupils.
Dec 20		Continue to assess through Pupil Voice activities.
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

Pupils all understand what we have in common and have clear knowledge and respect for the different protected characteristics as defined in law.

Green – Pupils demonstrate this clearly around school.

Amber – Pupils understand but not yet fully embedded.

Red – No evidence.

Term	RAG	Comment
Jul 20		Lockdown impact
Nov 20		DPS has evidence that children understand but need time to ensure this is culturally embedded.
Dec 20		See above comments.
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

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<tr>
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<td></td>
<td>Pupils have a wider understanding of different faiths and cultures.
Green - All pupils have a respectful understanding of different groups of people.
Amber - Some pupils have a respectful understanding of different groups of people.
Red - Some pupils do not have a respectful understanding of different groups of people.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>DPS has evidence that children understand but need time to ensure this is culturally embedded.</td></tr>
<tr><td>Dec 20</td><td></td><td>See above comments.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>d.
Improve the provision and support for SEMH (see links to Behaviour and attitudes)</td>
<td>RD</td>
<td>Through the curriculum develop pupils' characters in order for them to reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.</td>
<td>17/7/21</td>
<td>DS

LTP/MTP plans
Book scrutiny
Learning walks
Lesson observation
Pupil/staff Voice.
CPOMs</td>
<td>IEC

Report to IEC.</td>
<td>None. Work carried out as part of leaders hip role</td>
<td>Pupils develop a set of personal traits and virtues rooted in the school's values that inform their motivation and guide their conduct.
Green – 95% or above
Amber – 80-95%
Red – Below 80%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Lockdown impact. Still not embedded.</td></tr>
<tr><td>Dec 20</td><td></td><td>Pupil voice to cover next term.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
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<tr>
<td></td>
<td>RD</td>
<td>Develop aspirations and support pupils to decide on their next steps through the use of career days.
Involve parents and the community.</td>
<td>17/7/21</td>
<td>DS

Planning
Pupil/Parent voice</td>
<td>IEC

Report to IEC.</td>
<td>£250 careers day</td>
<td>Pupils understand the different career paths available.
Pupils are ready for their next phase of education.
Green – 95% or above
Amber – 80-95%
Red – Below 80%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Lockdown impact. Needs to be further embedded.</td></tr>
<tr><td>Dec 20</td><td></td><td></td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
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e. Provide more opportunities for enrichment activities	**RD**	A wide range of extra-curricular activities are coherently planned and provide rich experiences for pupils to develop their talents and interests.	17/12/20	**DS** Plan of activities. Monitor children who access.	**IEC** Report to IEC.	None. Work carried out as part of leadership role	**There is a strong take-up by pupils of activities and disadvantaged children benefit greatly from the activities offered.** Green – 95% or above Amber – 80-95% Red – Below 80%

Term	RAG	Comment
Jul 20		Lockdown impact
Nov 20		Lockdown impact
Dec 20		Lockdown impact
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

Area for Improvement 6: Improve the behaviour and attitudes of all pupils

Milestones:

by end of July 2020	by end of December 2020	by end of April 2021	by end of July 2021	so that by November 2021
Revise the behaviour policy and ensure that all staff understand the sanction and rewards process, including the rationale. Hays behaviour management training completed by all members of staff. CPOMs redesigned to allow a more streamlined entry of data and all staff trained in its use. Develop the ethos and culture of good behaviour across school. Lines of accountability and management clearly defined. All pupils feel safe.	Behaviour policy in school robust and effectively implemented by all staff. All staff know that they are responsible for behaviour across school. There is a clear ethos and culture to promote good behaviour in all areas of school life. Detailed records are kept on CPOMS following any behaviour incident – staff trained to follow the schools set format. All stakeholders aware and follow the clear lines of accountability. Pastoral support effectively deployed at key areas and times. CPD to develop peacemakers and the pupil voice clearly in place. Plans created for improved outdoor activities at lunch times. (Note: COVID-19 RA has limited opportunities for older children mixing with younger. Look at when restrictions are lifted)	All CPOMs records up to date and follow the school format. Staff have high expectations of behaviour in and around school. Hot Spot areas for behaviour identified and actions in place to resolve these. An audit of resource deployment carried out and impact statements created linked to findings. All pupils feel supported and safe in and around school. CPD for restorative justice in place.	Pastoral support effective for vulnerable groups. Serious breaches of the behaviour policy reduced in number. Restorative justice techniques clearly in place and effective.	**Leadership at all levels is strong resulting in:** Behaviour at least good in all areas of school life. Pupil voice demonstrates positive attitudes towards school life, policies and procedures. Capacity of school staff to manage school behaviour robust. Pupils' motivation and positive attitudes to learning is evidenced as important predictors of attainment; the development of positive attitudes is also having a longer-term impact on how pupils approach learning tasks in later stages of education.

	Behaviour Hot Spot grid completed from the first term of records. Structured outdoor activities at lunch time in place. (Note: COVID-19 RA has limited what equipment can be used and how close pupils and staff can get. Look at developing once restrictions lifted)			

Improve the behaviour and attitudes of all pupils by: (EIF 27, Page 10)

a) Improving the capacity of school leaders to manage school behaviour effectively
b) Establishing an ethos and culture that values the importance of good behaviour
c) Applying school behaviour policies robustly and consistently and implementing appropriate strategies to address unwanted and inappropriate behaviour
d) Deploying internal resources strategically to provide additional support to improve behaviour, particularly at playtime and lunchtime
e) Ensuring policies and interventions are in place to support pupils struggling with other issues which may impact upon their behaviour, such as social, emotional, mental health and well-being issues or bullying concerns

<table>
<tr><th>Priorities</th><th>Lead</th><th>Actions</th><th>In place by</th><th>Monitoring</th><th>Evaluation</th><th>Est. Cost</th><th>Success Criteria/Impact</th></tr>
<tr><td rowspan="2">a.
Improving the capacity of school leaders to manage school behaviour effectively

“Although pupils behave well in class, their behaviour on the playground can be boisterous. Some pupils do not p lay safely. This makes pupils feel unsafe at times. Leaders have recently introduced a new behaviour policy to tackle these issues.”[26]</td><td>DS</td><td>Desired behaviour and attitudes to be modelled by all leaders and staff around school.</td><td>17/12/20</td><td>DPS
Learning walk to triangulate evidence. Review pupil/staff voice</td><td>IEC

Report to IEC during half termly meeting</td><td>None. Work carried out as part of leadership role</td><td>School leaders are visible around school and demonstrate positive attitudes and behaviour management techniques
Green – all leaders act as positive role models in and around school
Red – some, but not all, leaders act as positive role models
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>On duty setting example.</td></tr>
<tr><td>Nov 20</td><td></td><td>On duty setting example.</td></tr>
<tr><td>Dec 20</td><td></td><td>On duty setting example.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr><td>RD</td><td>Strong leadership presence during unstructured times around school.</td><td>30/10/20</td><td>DS

Learning walks Staff/pupil voice</td><td>DPS

Learning walk to triangulate evidence. Review pupil/staff voice</td><td>None. Work carried out as part of leadership role</td><td>Leaders are timetabled to be on duty during breaks and over lunchtime and are actively present
Green – Leaders impact behaviours at unstructured times.
Red – Timetable not yet in place; low leadership visibility
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Behaviour has improved but less children in school.</td></tr>
<tr><td>Nov 20</td><td></td><td>Behaviour hotspot identified Y6 lunchtime – SLT rota’d to be on the playground during Y6 lunchtime.</td></tr>
<tr><td>Dec 20</td><td></td><td>Staff feel that behaviour has been managed better this academic year.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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							Jul 21		
							Nov 21		
							Dec 21		
	KM	Clear lines of accountability for managing behaviour and recording/reporting incidents using CPOMS.	30/10/20	**DS** Safeguarding meeting minutes. CPOMs log Pupil and staff voice	**DPS** Half termly evaluation carried out using evidence gathered.	None. Work carried out as part of leadership role	**Accurate and timely recording and reporting procedures in place and adhered to by all staff using CPOMS.** Green – All behaviour incidents are recorded accurately and in a timely manner on CPOMS Amber – Most behaviour incidents are recorded accurately; some gaps in staff understanding of how to report these evident Red – Recording and reporting of behaviour is ad hoc		
							Term	**RAG**	**Comment**
							Jul 20		Improved use but still needs refining.
							Nov 20		Still improving only a small minority of incidents not recorded accurately – these are followed up immediately
							Dec 20		Continue to follow up.
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		
							Leaders hold all staff to account, inclusive of Midday staff and support staff, for behaviour monitoring. Green – All staff held to account for adhering to the behaviour policy. Amber – A small minority of staff need additional support to understand and adhere to the behaviour policy. Red – Limited accountability for behaviour monitoring in school.		
							Term	**RAG**	**Comment**
							Jul 20		Additional monitoring has helped but there are still room for improvement.
							Nov 20		Use of Behaviour Policy is monitored CPOMs
							Dec 20		Use of Behaviour Policy is monitored CPOMs
							Feb 21		
							Apr 21		
							Jun 21		
							Jul 21		
							Nov 21		
							Dec 21		
							Pupil Voice clearly states that pupils understand the behaviour policy and adhere to it. In addition, pupils clearly understand who to approach if there is an issue. Green – 95% or above Amber – 80-95% Red – Below 80%		
							Term	**RAG**	**Comment**
							Jul 20		Vast majority of children not in school due to lockdown
							Nov 20		98.2% of pupils say they would know who to speak to if they had issues.

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<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><td>Dec 20</td><td></td><td>Pupil voice planned for next term on this.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td></td><td>KM</td><td>Explicit teaching of expected learning behaviours (in class and through assemblies) and what good learning looks like, through the development of character education.</td><td>17/12/20</td><td>DS

Learning walks/lesson observations/ CPOMs monitoring</td><td>IEC

Termly HT report to IEC including anon observation records</td><td>None. Work carried out as part of leadership role</td><td>
Pupils understand different learning behaviours and demonstrate these in class, evidenced through lesson observations and pupil voice.
Green – All pupils can discuss learning behaviours and know what good learning looks like. On task behaviour in class is high.
Amber – Most pupils can discuss learning behaviours and most are on task in class.
Red – Pupils fail to show an understanding of expected learning behaviours and off task behaviour in class is high.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Not evidenced due to lockdown.</td></tr>
<tr><td>Nov 20</td><td></td><td>Explicit teaching of behaviours needed and visible around school to be referred to</td></tr>
<tr><td>Dec 20</td><td></td><td>Explicit teaching of behaviours needed and visible around school to be referred to. Some children still not sure around ‘levels of behaviour’ constant interruptions due to isolation has made this difficult to asses impact.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td>b.
Establish an ethos and culture that values the importance of good behaviour</td><td>DS</td><td>Key school values established (link to curriculum/ Catholic ethos) and celebrated in assemblies linked to associated behaviours.</td><td>17/12/20</td><td>DS
Re books
Learning walks
Lesson observations
Collective worship timetable.</td><td>DPS

HT report to IEC including anon observation records</td><td>None. Work carried out as part of leadership role</td><td>
School values feature in weekly celebration assemblies with recognition given for values upheld. Value of the term is displayed around school with examples of associated behaviours.
Green – all teachers recommend a pupil for a Headteacher’s award linked to the value of the week
Red – a minority of teachers link awards to the weekly value
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown</td></tr>
<tr><td>Nov 20</td><td></td><td>Weekly CW themed around the value of the term</td></tr>
<tr><td>Dec 20</td><td></td><td>Weekly CW themed around the value of the term</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td></td><td>KM</td><td>Whole staff CPD on a range of behaviour management strategies, including recognising the</td><td>1/4/20</td><td>DS

Staff voice</td><td>IEC

Report to IEC during</td><td>£300 external training</td><td>
Long term CPD plan covers the following topics:
✓ What behaviour is and how to manage our responses
✓ Classroom behaviour management techniques (online)
✓ Understanding attachment and associated behaviours
</td></tr>
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<tr>
<td></td>
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<td>underlying causes for behaviour and how best to address these.</td>
<td></td>
<td>CPOMs log
Training log</td>
<td>half termly meeting</td>
<td></td>
<td>✓ Team Teach (for 12 staff)
✓ Our school policy and procedures linked to behaviour
✓ Lunchtime behaviour management
Green – All staff have engaged with at least 3 of these; teachers have covered all of these
Amber – Most staff have covered 3 of these
Red - CPD plan not yet in place
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Not in place. Most relevant is team teach and is unavailable at the moment due to restrictions</td></tr>
<tr><td>Nov 20</td><td></td><td>Classroom Behaviour Management and school policy and procedures covered. Most relevant is team teach and is unavailable at the moment due to restrictions</td></tr>
<tr><td>Dec 20</td><td></td><td>Classroom Behaviour Management and school policy and procedures covered. Most relevant is team teach and is unavailable at the moment due to restrictions</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
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<tr><td>Dec 21</td><td></td><td></td></tr>
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<td></td>
<td>DS</td>
<td>Children who are always good are recognised for this through verbal feedback, messages home and recognition points.</td>
<td>17/12/20</td>
<td>DPS

Learning walks. Pupil voice. CPOMS logs</td>
<td>IEC

Report to IEC during half termly meeting</td>
<td>£200

Reward resources</td>
<td><u>All</u> staff celebrate good behaviour through direct verbal feedback and nominate children for positive text messages or postcards home.
Green – all staff actively seek examples of good behaviour to recognise
Amber –a majority of staff actively seek examples of good behaviour to recognise
Red – a minority of staff actively seek examples of good behaviour to recognise
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td>Recognition points awarded by all staff for examples of good behaviour</td></tr>
<tr><td>Dec 20</td><td></td><td>Recognition points awarded by all staff for examples of good behaviour. Teachers yes. Other staff will receive CPD during course of academic year.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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<td></td>
<td>KM</td>
<td>Reminders of school expectations are visible around school and referenced by staff and pupils.</td>
<td>17/12/20</td>
<td>DS

Learning walks</td>
<td>DPS</td>
<td>None. Work carried out as part of leadership role</td>
<td>Displays and posters linked to school behaviour expectations are visible around school. <u>All</u> Staff and pupils know where they are and what they mean.
Green – 95% or above
Amber – 80-95%
Red – Below 80%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>School closed</td></tr>
<tr><td>Nov 20</td><td></td><td>Kind Hands, Feet, Words visible around school</td></tr>
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<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><td>Dec 20</td><td></td><td>Behaviour visible at playtimes. Staff and pupil vice to cover this next term.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td rowspan="2">c.
Apply school behaviour policies robustly and consistently and implementing appropriate strategies to address unwanted and inappropriate behaviour</td><td>KM</td><td>CPD for all staff on restorative justice and how this works in practice. Current behaviour policy revised to include less emphasis on public sanctions and more on restorative practice.</td><td>17/7/21</td><td>DS</td><td>IEC

Report to IEC during half termly meeting</td><td>£400 external training</td><td>
<u>All</u> staff understand restorative justice and can apply this in school. This is reflected in the school behaviour policy.
Green – all staff have attended restorative justice training and use it in school. The behaviour policy is updated.
Amber – vast majority of staff have attended training/policy is ready for approval
Red - training has not taken place
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Training not completed.</td></tr>
<tr><td>Nov 20</td><td></td><td>Training not completed.</td></tr>
<tr><td>Dec 20</td><td></td><td>RA and other COVID restrictions has meant that traning has been unavailable as of yet.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
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</td></tr>
<tr><td>KM</td><td>Behaviour incidents are recorded on CPOMS and followed up with an action, in line with shared guidance.</td><td>3/9/20</td><td>DS</td><td>IEC

Report to IEC during half termly meeting</td><td>None. Work carried out as part of leadership role</td><td>
CPOMS records show all behaviour incidents recorded have been responded to.
Green – 95% or above
Amber – 80-95%
Red – Below 80%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Regular monitoring</td></tr>
<tr><td>Nov 20</td><td></td><td>Regular monitoring</td></tr>
<tr><td>Dec 20</td><td></td><td>Regular monitoring</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
A hot spot of behaviour created to look at the most likely locations around school for behaviour incidents including times. Action plan created to minimise incidents.
Green – Hot Spots identified, action plan in place.
Amber – Hot Spots identified.
Red – Hot Spots not identified.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
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</table>

							Nov 20 | | Y6 lunchtimes Dec 20 | | Areas identified and actions taken to reduce incidents. Frequent disruptions for isolations means that impact not fully understood at present moment. Continue to monitor. Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | | **Behaviour incidents diminish over time, in response to effective and robust actions.** Green – Behaviour incident mapping shows positive improvement. Amber – Behaviour incident mapping shows some improvement. Red – No/Limited improvements seen. **Term** | **RAG** | **Comment** Jul 20 | | Lockdown impact (fewer children in school) Nov 20 | | Fewer children involved in the incidents Dec 20 | | Less frequent incidents of extreme behaviour than previous years. Isolated incidents with some year groups at lunches. Staff feel behaviour has been manged better this year. Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | |
	DS	For all serious behaviour incidents, a member of SLT is informed and parents are contacted.	3/9/20	**DS**	**IEC** Report to IEC during half termly meeting	None. Work carried out as part of leadership role	**Staff are clear on what constitutes a serious incident and SLT are alerted immediately. SLT communicate with parents.** Green – all staff understand and follow the procedure for serious incidents Amber – vast majority of staff understand and follow the procedure (54/45) Red – a minority understand and follow the procedure **Term** | **RAG** | **Comment** Jul 20 | | Nov 20 | | SLT alerted to all serious incidents Dec 20 | | CPOMS continues to be monitored. Staff encouraged to take responsibility for behaviour. Serious incidents always reported to SLT. Feb 21 | | Apr 21 | | Jun 21 | | Jul 21 | | Nov 21 | | Dec 21 | |
d. Deploy internal resources strategically to	**KM**	Simplify behaviour expectations and signpost these outdoors (kind hands, kind feet, kind	3/9/20	**DS**	**IEC** Report to IEC during	None. Work carried out as	**Simple and clear behaviour expectations are visible outdoors and referenced by staff and pupils** Green – behaviour expectations for breaktimes are clear and are referenced Red – behaviour expectations remain unclear **Term** | **RAG** | **Comment**

<table>
<tr>
<td rowspan="2">provide additional support to improve behaviour, particularly at playtime and lunchtime</td>
<td></td>
<td>words). Share reminders via assemblies and in class circle times.</td>
<td></td>
<td></td>
<td>half termly meeting</td>
<td>part of leaders hip role</td>
<td>
<table>
<tr><td>Jul 20</td><td></td><td>Kind hands, feet and words</td></tr>
<tr><td>Nov 20</td><td></td><td>Kind hands, feet and words</td></tr>
<tr><td>Dec 20</td><td></td><td>Behaviour expectations clearly displayed around school. Classroom windows etc.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
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<tr><td>Dec 21</td><td></td><td></td></tr>
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<tr>
<td>DS</td>
<td>Provide more structured activities for pupils to engage with during breaks and lunchtimes. Train pupil monitors to supervise equipment. Train lunchtime staff in playground games.</td>
<td>17/7/21</td>
<td>DS</td>
<td>IEC

Report to IEC during half termly meeting</td>
<td>None. Work carried out as part of leaders hip role</td>
<td>
Breaks and lunchtimes have opportunities for purposeful play and children are more engaged. Pupil voice indicates higher levels of happiness.
Green – 95% or above
Amber – 80-95%
Red – Below 80%
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td>N/A</td><td></td></tr>
<tr><td>Nov 20</td><td>N/A</td><td></td></tr>
<tr><td>Dec 20</td><td>N/A</td><td>Strategic calendar has planned student voice for next term.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
DSL, monitors provision to ensure that playtime and lunchtime issues are reduced over time.
Green – Monitoring shows effective provision and identifies areas for improvement.
Amber – Provision is monitored.
Red – No monitoring takes place.
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Split lunchtimes have resulted in behaviour being vastly improved in most year groups.</td></tr>
<tr><td>Dec 20</td><td></td><td>Still isolated incidents in Year 6 behaviour when not supervised strictly.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
<tr><td>Jul 21</td><td></td><td></td></tr>
<tr><td>Nov 21</td><td></td><td></td></tr>
<tr><td>Dec 21</td><td></td><td></td></tr>
</table>
Pupil voice shows that pupils feel safe at lunchtime and playtimes.
RAG rate cell
Green – 95% or above
Amber – 80-95%
Red – Below 80%
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</table>

Term	RAG	Comment
Jul 20	N/A	**Lockdown impact**
Nov 20		Pupil voice highlighted 94'2% felt safe in school. School followed up on any instances of children not feeling safe.
Dec 20		No further pupil voice carried out this term. Strategic calendar has planned student voice for next term.
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

KM	Train Year 5 and 6 pupils as 'Peacemakers' to peer mediate during breaks for minor disagreements. Communicate how this works to staff/parents and to pupils via assembly. Behaviour mentors to supervise the role and offer weekly guidance.	17/7/21	**DS**	**IEC** Report to IEC during half termly meeting	£500 Reward and equipment	**Trained Peacemakers peer mediate each break and lunchtime. Pupil voice indicates peacemakers are valued and their role is understood.** Green – all pupils know what Peacemakers are and how they can help Amber –a majority know what Peacemakers are and how they can help Red – a minority know what Peacemakers are and how they can help

Term	RAG	Comment
Jul 20		**Lockdown impact**
Nov 20		**Lockdown impact**
Dec 20		**Lockdown impact**
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

KM	Staff on duty to be immediately identifiable, in case of an emergency or accident. High vis vests to be worn by all adults on duty.	3/9/20	**DS**	**DPS**	£100 Hi vis vests	**It is clear who is on duty each break time.** Green – all staff on duty are clearly visible Red – staff on duty are difficult to spot

Term	RAG	Comment
Jul 20		Blue High Vis Jackets
Nov 20		Blue High Vis Jackets
Dec 20		Blue High Vis Jackets
Feb 21		
Apr 21		
Jun 21		
Jul 21		
Nov 21		
Dec 21		

<table>
<tr>
<td rowspan="2">e.
Ensure policies and interventions are in place to support pupils struggling with other issues which may impact upon their behaviour, such as social, emotional, mental health and well-being issues or bullying concerns</td>
<td>DS</td>
<td>Revise and update anti-bullying policy. Plan a whole school anti-bullying theme week to emphasise the importance of this and clarify what bullying is/what to do.</td>
<td>30/10/20</td>
<td>DPS</td>
<td>IEC

Report to IEC during half termly meeting</td>
<td>None. Work carried out as part of leadership role</td>
<td>Anti-bullying policy is up to date. Pupil voice shows pupils understand what bullying is and how to seek help.
Green – Policy approved, and all pupils understand what bullying is
Amber – Policy in progress/vast majority of pupils understand what bullying is
Red – Policy out of date/a minority of pupils understand what bullying is
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Approved by IEC</td></tr>
<tr><td>Nov 20</td><td></td><td>Approved by IEC</td></tr>
<tr><td>Dec 20</td><td></td><td>Approved by IEC</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
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<tr>
<td>DS</td>
<td>Establish a well-being policy for staff and pupils to support positive mental health.</td>
<td>14/2/21</td>
<td>DPS</td>
<td>IEC

Report to IEC during half termly meeting</td>
<td>None. Work carried out as part of leadership role</td>
<td>Well-being policy in place.
Green – policy in place
Amber – policy in place with little effect
Red – no policy in place
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td></td></tr>
<tr><td>Nov 20</td><td></td><td></td></tr>
<tr><td>Dec 20</td><td></td><td>No policy in place yet. Draft for Lent IEC meeting.</td></tr>
<tr><td>Feb 21</td><td></td><td></td></tr>
<tr><td>Apr 21</td><td></td><td></td></tr>
<tr><td>Jun 21</td><td></td><td></td></tr>
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<td></td>
<td>BW</td>
<td>Offer both structured nurture time and ad hoc drop-in sessions for pupils at break times so trained staff can support their social, emotional and mental health needs and offer constructive strategies for support.</td>
<td>1/4/21</td>
<td>DS</td>
<td>IEC

Report to IEC during half termly meeting</td>
<td>£1000 ELSA training

Redevelopment of Nest</td>
<td>Staff trained (ELSA) and pupil voice/parental feedback shows that both structured nurture and drop-in sessions are valued and impact positively on well-being.
Green – Staff training complete and nurture/drop-in sessions accessed by pupils
Amber – Staff enrolled on training and drop-in sessions established
Red – Training not accessed/available; lack of support for pupils
<table>
<tr><th>Term</th><th>RAG</th><th>Comment</th></tr>
<tr><td>Jul 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Nov 20</td><td></td><td>Lockdown impact</td></tr>
<tr><td>Dec 20</td><td></td><td>Lockdown impact</td></tr>
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