



# Post Ofsted Action Plan 2016/17



## POST OFSTED ACTION PLAN: 2016/17

This action plan has been written to ensure that it identifies and plans for robust actions which ensure rapid improvements so that by the time of the initial monitoring visit by HMI in 2017, the judgement is that the school is taking effective action towards the removal of special measures.

The areas for improvement identified :

**AFI 1. Safeguarding procedures across the whole school, require immediate attention by urgently:**

- leaders adopt a clear method for how staff should respond to, and support, individual pupils who exhibit challenging behaviour
- leaders provide staff with unequivocally clear procedures to follow about seclusion of pupils, including recording incidents and the prompt review of pupils individual behaviour plans following incidents of seclusion
- all use of sanctions and physical restraint are recorded, and records are analysed so leaders know which strategies are effective for individual pupils

**AFI 2. Improve leadership and management, so that pupils are safe and making good progress:**

- trustees and governors acquire an appropriate level of skill and knowledge to quickly develop systems to hold leaders to account for all aspects of the schools' work, including publishing required up-to-date information
- governors probe the information leaders provide and challenge them about all aspects of pupils' safety, welfare and progress to ensure that all are of a good standard
- leaders report all allegations pupils make about staff, including when pupils are physically restrained and seclusion is used, to the designated officer in Sunderland so that appropriate action can be taken
- governors check that all staff, including leaders, are following the agreed procedures and policies to keep pupils safe
- governors and leaders ensure that pupils who are disadvantaged get the maximum benefit from pupil premium funding so their progress improves.

**AFI 3. Improve the quality of teaching, learning and assessment so that pupils make consistently good progress across a range of subjects by ensuring;**

- leaders raise their expectations of the rate of progress pupils can make and motivate teachers to strive to match these expectations
- teachers understand why individual pupils struggle to learn and use this information to inform their planning so that pupils are helped to overcome their individual difficulties

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved. School to School support will be sought.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.



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### Actions completed to date

<b>November 2016</b>	Alterations to Maglocks in calm rooms as advised by Ofsted Inspector in order to alleviate HMI concerns around seclusion
<b>December 2016</b>	Formation of a Governor's Action Plan Monitoring Group (GAPMG) to oversee the production of the Academy's action plan and then subsequently monitor its ongoing implementation
<b>December 2016</b>	Commissioned an external review of governance – to be undertaken by a National Leader of Governance, in light of recommendations from draft report. Preparatory work will commence in January 2017 and a meeting of the full Governing Body is scheduled for the 5 <sup>th</sup> January 2017. The report is to be delivered by the end of February 2017 for action by the full Governing Body
<b>December 2016</b>	Following the draft report an external review of safeguarding commissioned from Safeguarding First (15 <sup>th</sup> December 2016 initial review visit). Quality assured the safety of our pupils and gave guidance and advice around best practice, policy amendments and future training requirements
<b>January 2017</b>	Feedback from Ofsted Inspector indicated the need to review and revise incident recording procedures and use of Bound Book. Establishment of 3 working groups in relation to rewards and sanctions through the analysis of reward and sanction data; behaviour support plans; identification of primary and secondary needs and barriers to learning in order to enhance working practices around behaviour modifications and management
<b>January 2017</b>	Development of an Academy action plan statement by the full Academy Board to address the issues identified in the Ofsted report, subject to comment and refinements following the reviews by governance in January 2017. Statement of action sent 18.1.17 to Ofsted, awaiting judgement on suitability. Shared with parents via Academy web site and parents invited to open forum on 6 <sup>th</sup> February 2017 to discuss the Ofsted report and action statement. Then to take parents views into account and develop actions within the plan, which will be overseen by Governing body.
<b>January 2017</b>	Supervision training completed with Safeguarding First to aid leaders in supporting and motivating staff to deliver better outcomes when dealing with safeguarding and complex behavioural issues
<b>January 2017</b>	Policies and procedures around safeguarding aspects identified from Ofsted Inspector have been reviewed and new policy statements are in preparation for ratification after quality assurance. All staff are to be involved in training and procedures so that all are aware of policies and future safeguarding actions
<b>January 2017</b>	An external review of Pupil Premium has been commissioned with Wise Academies, initial meeting held on 12 <sup>th</sup> January 2017



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AREA FOR IMPROVEMENT 1 - Safeguarding procedures across the whole school, require immediate attention by urgently:					
<ul style="list-style-type: none"> <li>• leaders adopt a clear method for how staff should respond to, and support, individual pupils who exhibit challenging behaviour</li> <li>• leaders provide staff with unequivocally clear procedures to follow about seclusion of pupils, including recording incidents and the prompt review of pupils individual behaviour plans following incidents of seclusion</li> <li>• all use of sanctions and physical restraint are recorded, and records are analysed so leaders know which strategies are effective for individual pupils</li> </ul>					
KEY ACTIONS	WHO	TARGETS	MILESTONE TIMESCALES	MONITORING	IMPACT EVALUATION
Undertake a full review of procedures and protocols around behaviour systems	Senior Leadership Team Led Working Groups	<p>Procedures reviewed, updated policies and guidance to be updated with particular reference to guidance around seclusion, time out and use of restraint</p> <p>Begin process of sharing good practice through a project shared with all staff and Senior Leadership Team. Report with recommendations produced to Governing Body External sources</p> <p>Revised procedure introduced with greater involvement of Governing Body and leadership</p> <p>Improved recording of behaviour incidents across the school</p>	February 2017	Governing Body Link Governor	Amended procedures in place with seclusion only to be used in emergencies. Governors hold leaders to account for the safety and welfare of pupils
Safeguarding policies to be reviewed, updated and ratified in line with most recent changes in legislation	Designated Safeguarding Lead Deputy Designated Safeguarding Lead	<p>Staff continue to be involved in policy making</p> <p>Policies reflect and resolve issues identified by Ofsted and follow best practice guidelines from Safeguarding First</p> <p>Policies are ratified by governors</p> <p>Key training and policies cascaded to staff and placed onto school website</p>	February 2017  March 2017 Following ratification	Governing Body Link Governor	All Academy stakeholders are fully aware and confident that all policies and procedures are reviewed and up to date in line with current guidance



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Guidance and clarity around the use of safe spaces around the school for behavior intervention and keeping pupils safe	Senior Leadership Team	To access further guidance from external support partnerships, other provisions and safeguarding professionals in the use of safe spaces and anger management with pupils who pose a risk to themselves and others	March 2017	Safeguarding First Governing Body	Following best practice advice guidance and support ensuring staff respond and support pupils who exhibit challenging and complex behaviours effectively
Introduce new system for logging safeguarding 'cause for concern' using CPOMS and ensure staff know about the new systems	Head Teacher Network Manager	New CPOMS system in place and protocols established  All staff are using the system to log safeguarding concerns (see safeguarding logs), incidents and contacts for parents and multi – agency professionals	To be in place January 2017  Evaluated March 2017	Deputy Head Link Governor	CPOMS system embedded with improved recording of incidents, chronologies and concerns  All relevant staff are kept informed strengthening decision making process  Endorsed by External review (Safeguarding First) and HMI
Amend procedures for logging * positive handling and physical interventions *rewards and sanctions	Senior Leadership Team Led Working Groups	Review of Behaviour, Discipline and Positive Handling Policy and rewards/sanctions working group  Identify methods of recording and analyse data in relation to these  All behaviour issues at NVA which result in positive handling and physical intervention are logged, recorded and analysed in accordance with these new procedures  Rewards and sanctions policy is embedded and adhered to by all students and staff at NVA and in Behaviour and Discipline Policy	February 2017 March 2017  February 2017 March 2017  February 2017 March 2017	Governing Body Link Governor	Logging procedures are unequivocally clear to all  Logging procedures are monitored, recorded and evaluated for effectiveness for individual pupils  Other approaches identified where analysis indicates a change to behavior plans including other agency involvement  Rewards and sanctions are appropriate for provision and pupil behaviour is managed effectively across the school  Student voice is highlighted across the school and reflected in praise and rewards



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Ensure that new systems result in a reduction in behaviour incidents for individual pupils over time	Senior Leadership Team Head Teacher	The number of incidents of disruptive behaviour / refusal to comply and use of verbal and physical aggression are recorded in accordance with the new systems and analysed to inform behaviour planning	April 2017	Governing Body	Behaviour Improved with individual pupils as a result of new systems being in place  Positive impact on attitude, behavior and learning
Review induction procedures for new pupils, staff, supply staff and visitors in relation to changes made in documentation	Head Teacher	New induction procedures are in place  Supply staff, new staff and visitors understand their responsibilities in regard to safeguarding of students at the school	March 2017	Senior Leadership Team  Governing Body  Personnel Committee	Link governor review of induction  Clear procedures in place, including updates and logs  Effectiveness of staff with pupils that have more complex challenging behavior is clear  All aspects of Health and Safety for staff, pupils and visitors are compliant with legislation
Leaders use a programme of restorative supervision, Continuous Professional Development and performance management to support staff in their safeguarding responsibilities	Head Teacher  Deputy Designated Safeguarding Lead	Attend formal training with external provider Safeguarding First  Continuous Professional Development opportunities remain available for all staff  Performance Management programme that is focused and effective in supporting and developing staff  Timetabled staff supervision which is recorded	January 2017  Ongoing  As per performance management schedule	Senior Leadership Team  Governing Body  Staff  External Provider	Motivation of staff is sustained  Staff are better supported when dealing with difficult or more challenging issues and situations  Pupils are safeguarded and better supported by motivated staff  Governing Body are informed of supervision schedules



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All complaints continue to be logged and acted upon with LADO	Designated Safeguarding Lead  Deputy Designated Safeguarding Lead	Complaints procedures updated  Guidance and discussion with safeguarding external agencies/LADO service around physical restraint and allegation management	Ongoing	LADO  Chair of Governors	Appropriate action taken in line with safeguarding procedures and legislation (Keeping Children Safe in Education 2016)
Continue to follow escalation procedures as stated on the Sunderland Safeguarding Children Board website in relation to multi-agency professional disagreements	Head Teacher  Designated Safeguarding Leads	To follow escalation procedures and use of proformas with Sunderland Safeguarding Children Board for resolution of professional disagreements  Report all escalation decisions and outcomes to the governing body	Ongoing	Governing Body  Safeguarding First	Conflict resolution procedures are followed diligently
<b>ADDITIONAL ACTIONS</b>	<b>WHO</b>	<b>TARGETS</b>	<b>MILESTONE TIMESCALES</b>	<b>MONITORING</b>	<b>IMPACT EVALUATION</b>
An External Review of Safeguarding procedures in school undertaken	Head Teacher  Senior Leadership Team	Safeguarding procedures reviewed and amended by self and external review of all aspects of safeguarding from Safeguarding First (Pam Gartland) December 15th 2016. Initial meeting for reviews and development of actions	December 2016	Governing Body  Safeguarding first	Safeguarding link governor visit to record/confirm procedures are being followed appropriately  Positive Ofsted inspection of North View Academy from monitoring visits



<b>AFI 2. Improve leadership and management, so that pupils are safe and making good progress:</b>					
<ul style="list-style-type: none"> <li>• trustees and governors acquire an appropriate level of skill and knowledge to quickly develop systems to hold leaders to account for all aspects of the schools' work, including publishing required up-to-date information</li> <li>• governors probe the information leaders provide and challenge them about all aspects of pupils' safety, welfare and progress to ensure that all are of a good standard</li> <li>• leaders report all allegations pupils make about staff, including when pupils are physically restrained and seclusion is used, to the designated officer in Sunderland so that appropriate action can be taken</li> <li>• governors check that all staff, including leaders, are following the agreed procedures and policies to keep pupils safe</li> <li>• governors and leaders ensure that pupils who are disadvantaged get the maximum benefit from pupil premium funding so their progress improves.</li> </ul>					
<b>KEY ACTIONS</b>	<b>WHO</b>	<b>TARGETS</b>	<b>MILESTONE TIMESCALES</b>	<b>MONITORING</b>	<b>IMPACT EVALUATION</b>
Seek out an external review of Governance partner	Chair	<p>To appoint a reviewer: meeting 8.12.16 to look at shortlist options regarding approaches for Governance review</p> <p>Meeting with Wise Academies as an external reviewer for governance and Pupil Premium (January 2017)</p> <p>Consideration will be given to matching the skills and experience of the reviewer with the individual school context. Once appointed, the reviewer will have a preliminary conversation with the Chair and Head Teacher to:</p> <ul style="list-style-type: none"> <li>• discuss the context and needs of the school</li> <li>• explain the principles and process of the review</li> <li>• identify the key focus areas for the review</li> <li>• discuss the self-review process</li> <li>• agree dates for receiving information from the school and for the face-to-face meetings</li> <li>• understand the vision and culture of the school</li> <li>• agree the fee for the review</li> </ul>	<p>Initiated January 2017</p> <p>February 2017</p>	<p>Governing Body</p> <p>External Review</p>	<p>External reviewer appointed (Wise Academies)</p>



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<p>Complete a skills audit/ self- review and use the analysis of this to support governor development and recruitment</p>	<p>Chair</p>	<p>Identify an appropriate skills audit tool All governors to complete the skills audit Analyse the skills audit and identify any areas where there are skill shortages or gaps</p> <p>Use the outcome of the skills audit to inform future recruitment activities and decisions, including discussing the board's needs with the relevant appointing body.</p> <p>Possible need to register the school with SGOSS, as a potential source of new governors</p>	<p>March 2017</p>	<p>Governing Body External Review</p>	<p>The skills audit has been completed and any skills gaps identified</p> <p>The skills required in new governors have been identified and this has been communicated to the appointing body(ies) where appropriate and to SGOSS (School Governor One Stop Shop)</p> <p>A plan of future training and development activities has been developed, taking account of any identified skills gaps</p> <p>Governors have a clear understanding of all aspects of their role</p>
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<p>Ensure all available data and review documentation relating to the school is received by governors and discussed in a timely manner</p> <p>Agreed date for Progress and Impact Review</p>		<p>Ensure that this data is received in full by a relevant committee and discussed in a timely way</p> <p>The reviewer will have access to relevant documentation provided by the school to prepare for the review meetings and self-review session. This is likely to include but is not limited to: Instrument of Government (maintained schools), Memorandum and Articles of Association (academies) or Instruments and Articles of Government (sixth form colleges)</p> <ul style="list-style-type: none"> <li>·Scheme of Delegation</li> <li>·board and committee agendas, reports and minutes for last 3 - 4 terms</li> <li>·most recent annual report and accounts</li> <li>·committee terms of reference / scheme of delegation and membership</li> <li>·headteacher's reports</li> <li>·the school improvement plan and self-evaluation report</li> <li>·RAISE online</li> <li>·Parental views and website</li> </ul> <p>Ensure that records of visit from the school adviser and any other relevant external sources are received in full by a relevant committee and discussed in a timely way</p> <p>Commission a training session for governors to support their understanding of RAISE online and other data</p>	<p>March/April 2017</p>	<p>Governing Body</p> <p>External Review</p>	<p>Governors receive accurate and timely information about school performance from a range of sources</p> <p>Governors understand the data and information they receive</p> <p>Governors develop their knowledge and understanding of the school and the progress being made by all cohorts and groups</p> <p>This is evidenced in informed discussions in relevant meetings, which are clear in meeting minutes</p> <p>Governors question and challenge the headteacher and appropriately hold him/her to account for the school's progress</p> <p>There is evidence that the quality of safeguarding, teaching and outcomes for children in the school are improving</p> <p>New governors and those who had not already done so have accessed training and support around interpreting RAISE online and other data</p> <p>Training has taken place with all relevant governors in attendance</p>
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Key meetings and evidence gathering	Chair	The reviewer will meet individually with the chair and headteacher and as many other governors as possible, the clerk and other member(s) of the leadership team if appropriate, to: <ul style="list-style-type: none"> <li>-assess the capacity of the board, its strengths and areas for development</li> <li>-discuss the self-review process</li> <li>-agree how to run the self-review meeting with the governing board</li> </ul>	March/April 2017	Governing Body External Review	Capacity of Governing Body strengthened Self-review process determined and understood by Governing Body
Self-review session	Chair Governing Body	The reviewer will conduct a self-review session with the governing board. This should take place within 8 weeks of the Ofsted inspection (where the review is the result of an Ofsted recommendation) and may often follow step 3 on the same day. The logistics for this meeting and the extent to which the reviewer supports, facilitates or leads will be agreed with the chair  During the self-review process the reviewer will confirm with the board the key areas for development and the action required	April 2017	External Review Governing Body	Agree areas for improvement and update action plan  Governors take ownership of agreed outcomes and ratify the plan through due governance process and oversee implementation  Share action plan with external advisors and HMI  Suitable timeframe agreed for follow up visit to enable the review to evaluate progress and impact against agreed further actions
Information leaders provide is probed and challenged by governors to ensure pupils are safe, cared for and make good progress	Head Teacher Curriculum Lead Governing Body	Senior leaders and middle leaders to provide academy shorts to Governing Body termly on; attendance, safeguarding, behavior and incidents  Monitoring of Teaching and Learning, challenge and support for more able and disadvantaged groups, Pupil Premium, Appraisal/Continuous Professional Development and transition	Ongoing	External Review  Governing Body Minutes	The chairs of committees offer strong support and appropriate levels of challenge to leaders at the Academy



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<p>Review performance management by governing body and leadership across the school</p>	<p>Personnel / Staffing Committee</p>	<p>Governing Body to look at and act upon guidance for the performance management of the Head Teacher and Deputy Head of the Academy and review the appraisal policies across the academy</p> <p>Seek external support and advice in order to fulfill this role in a robust and transparent manner</p> <p>Continuous Professional Development for teacher standards, linking objectives to the standards and these to be evidenced and monitored</p>	<p>February 2017 – <i>teaching staff in relation to action plan</i></p> <p>June 2017 – <i>review of teacher performance management</i></p> <p>September 2017 – <i>review and new objective setting for teacher</i></p> <p>October 2017 – <i>finalise and sign off on new objectives for teachers</i></p> <p>December 2017 – <i>Head Teacher and Deputy Head performance management review</i></p>	<p>Governing Body</p>	<p>New structure and process in place for Performance Management</p> <p>Head Teacher, Senior Leadership Team and Curriculum Leaders becoming increasingly effective in raising standards through management of performance related to standards</p>
<p>Governors and leaders to ensure that pupils who are disadvantaged get the maximum benefit from Pupil Premium funding</p>	<p>Head Teacher Senior Leadership Team Link Governor</p>	<p>An effective Pupil Premium review is undertaken with the Governing Body and Senior Leadership Team with an external provider</p> <p>Analyse and challenge the use of Pupil Premium for individual children and formulate action plans in response</p> <p>Increase in Pupil Premium attendance</p> <p>Agree a format for an annual report on the use of pupil premium which includes costings to evaluate the effectiveness of spend</p>	<p>Initiate February 2017</p>	<p>Governing Body External Review</p>	<p>Strong progress made by disadvantaged pupils including those that are more able</p> <p>Barriers to learning identified and diminished by effective use of Pupil Premium funding</p> <p>Pupil Premium attendance to match non Pupil Premium attendance (Ofsted identified as 2%)</p>



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Continue to follow escalation procedures as stated on the Sunderland Safeguarding Children Board website in relation to multi-agency professional disagreements	Head Teacher  Designated Safeguarding Leads	To follow escalation procedures and use of proformas with Sunderland Safeguarding Children Board for resolution of professional disagreements  Report all escalation decisions and outcomes to the governing body	Ongoing	Governing Body  Safeguarding First	Conflict resolution procedures are followed diligently
Governors, specifically the link governors, continue to review procedures and policies and challenge all staff in their following of these in order to keep pupils safe	Link Governors	Link Governors through the scheme of delegation make regular visits to challenge and monitor all procedures	Visits to commence March 2017	Governing Body  External Review	All children continue to be kept safe from harm and supported appropriately



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AFI 3. Improve the quality of teaching, learning and assessment so that pupils make consistently good progress across a range of subjects by ensuring;					
<ul style="list-style-type: none"> <li>• leaders raise their expectations of the rate of progress pupils can make and motivate teachers to strive to match these expectations</li> <li>• teachers understand why individual pupils struggle to learn and use this information to inform their planning so that pupils are helped to overcome their individual difficulties</li> </ul>					
KEY ACTIONS	WHO	TARGETS	MILESTONE TIMESCALES	MONITORING	IMPACT EVALUATION
Information and data is provided to teachers of how well pupils are progressing - barriers to their learning, learning styles and individual needs alongside academic attainment and targets - this is used to inform their planning of lessons	Head Teacher  Senior Leadership Team	Teachers to implement revised tracking of progress. This is used to plan appropriate work. Further training on the use of assessment  Termly reporting to Governors by core subject leaders	Termly - data analysis, sharing and actions for individuals	Link Governor  Governing Body	Accurate data analysis and tracking  Barriers to learning, learning styles and knowledge of individual children used to plan effectively  Effective planning supports pupils overcome their individual difficulties and make strong progress  Challenge of data and progress by Governing Body



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<p>To improve the robustness and accuracy of Leaders' and Curriculum Coordinators' evaluation of the quality of teaching and learning</p>	<p>Senior Leadership Team  Curriculum Leaders</p>	<p>Curriculum leaders take part in a programme of joint observations with Senior Leadership Team</p> <p>Whole staff lesson observations</p> <p>Learning Walks</p> <p>Leaders to undertake a programme to further develop observation, feedback and review skills</p> <p>Learning and planning to include challenge via extension work and key questions</p> <p>Learning and planning to include support for our disadvantaged, Special Educational Needs pupils.</p>	<p>September 2017</p>	<p>Head Teacher  Governing Body  External Review</p>	<p>Curriculum Leaders have an accurate and comprehensive knowledge and understanding of their subject area</p> <p>Curriculum leaders increase their experience and skills in monitoring the quality of teaching, learning and assessment</p> <p>Leaders are in a stronger position to make accurate judgements on quality of teaching and learning</p> <p>Leaders and teachers hold high expectations of progress for all pupils</p>
<p>Leaders to continue to rigorously analyse how well different groups of pupils are making progress</p>	<p>Head Teacher  Senior Leadership Team</p>	<p>Monitor baselines and tracking through continuing partnership with a local school where Ofsted has judged the tracking at the school to be outstanding</p> <p>Continue to monitor teacher assessment and analyse the resulting data termly</p> <p>Present this data to the staff and Governing Body Monitoring Group, pupil progress meetings to determine interventions for those who are not making the expected progress and those that could make greater than expected progress</p> <p>Continue to complete regular work scrutinies using the information gleaned to determine how different groups of pupils are attaining and especially Pupil Premium</p> <p>Use data to inform and adapt planning</p>	<p>Termly</p> <p>Termly</p> <p>April 2017 then termly</p> <p>April 2017</p> <p>Termly</p>	<p>Governing Body  Partner Schools  External Review</p>	<p>All groups of pupils are making strong progress</p> <p>Governing Body challenge data and any differences in the progress of different groups</p> <p>Differences in rates of progress for different groups are identified and measures put in place to reduce the difference between their attainment and that of other pupils</p> <p>Effective planning for all pupil groups</p>



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<p>Use tracking, TPG (Tracking Progress Grid) attainments and target setting to inform adjustments to teaching and identify individuals for early focussed interventions to support and set challenging targets</p>	<p>Head Teacher Senior Leadership Team</p>	<p>Analyse the data for children who are below their target and identify whether subject specific interventions can aid progression.</p> <p>Develop a list of barriers to children's learning with a menu of interventions which leaders can implement to accelerate the progress of specific groups.</p> <p>Analyse any relationship between attendance and differing pupils groups. Develop actions which can be used to increase attendance</p> <p>Target setting reflects the high expectations leaders and staff hold for pupils</p>	<p>Termly</p>	<p>Governing Body Partner Schools External Review</p>	<p>Reduce the gap in performance of groups of pupils so that progress is strong</p> <p>Aim to reduce the gap further with more pupils exceeding their expected progress through quality teaching, targeted interventions and use of Pupil Premium</p>
<p>Leaders use a programme of restorative supervision, data analysis, Continuous Professional Development and performance management to support the motivation of all staff to meet higher pupil expectations</p>	<p>Head Teacher Deputy Designated Safeguarding Lead</p>	<p>Attend formal training with external provider Safeguarding First</p> <p>Continuous Professional Development opportunities remain available for all staff</p> <p>Performance Management programme that is focused and effective in supporting, developing and motivating staff</p>	<p>January 2017</p> <p>Ongoing</p> <p>As per performance management schedule</p>	<p>Senior Leadership Team Governing Body Staff External Provider</p>	<p>Motivation of staff is sustained</p> <p>Staff are better supported when dealing with difficult or more challenging issues and situations</p> <p>Pupils are better supported by motivated staff</p>