



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

November 22nd 2016	Alterations to Maglocks in calm rooms as advised by Ofsted Inspector around their views on seclusion
December 8th 2016	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
December 2016	Commissioned an external review of governance – to be undertaken by a National Leader of Governance. Preparatory work will commence in January 2017 and a meeting of the full Governing Body is scheduled for the 5 th January 2017. The report is to be delivered by the end of March 2017 for action by the full Governing Body
December 15th 2016	External review of safeguarding commissioned from Safeguarding First (15 th December 2016 initial review visit)
January 9th 2017	New incident recording procedures in place followed up by Bound Book entries. Establishment of working groups across the academy (in relation to rewards and sanctions, analysis of reward and sanction data, behaviour support plans, identification of primary and secondary needs and barriers to learning)
January 17th 2017	Development of an interim governance action plan by the full Academy Board to address the issues identified in the Ofsted report, subject to comment and refinement following the external review of governance in January 2017
January 9th 2017	Policy action group set up for weekly meeting for policy review, action and guidance updates for Academy policies both statutory and otherwise. Development of policies to be embedded across the academy.
January 6th 2017	Supervision training with Safeguarding First and updated training DSL, DDSL staff
January 2017	Restructure of leadership of Pupil Premium within the academy – Governors agreed to the appointment of a Pupil Premium link governor — and to the appointment of Pupil Premium advocates in core subjects
January/February 2017	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. Policies updated with KCSIE 2016 referenced accordingly. Policies for Staff Behavior and Code of Conduct , Staff Induction, Behaviour ,Discipline and Positive Handling, Intimate care, Safe Arrival and Departures and Peer on Peer Abuse reviewed and updated to be ratified 16.2.17 and added to website. New escalation procedures from SSCB regarding escalation and challenge protocols.



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February 16th 2017	An external review of Pupil Premium will be commissioned (Wise Academies) Attended the full governing body meeting 16.2.17
February 3rd 2017	Action Plan is reviewed by Ofsted and is deemed 'Fit for purpose' and RSC also informed and letter received from RSC in respect of meeting in future regarding action plan and the way ahead.
February 2017	Contacted LADO C Glasper in relation to safeguarding discussion, advice and guidance around allegation management and physical intervention for future Academy meeting with Manager Gavin Taylor. Some bespoke training can be offered and DSL and DDSL will attend SSCB training evening after Easter break
February 6th 2017	Parent Forum to discuss Post Ofsted Action Plan and report findings, copy of the Post Ofsted Action Plan sent to all parents for input
February 15th 2017	Safeguarding Link Governor visit to gain an overview of safeguarding policies and procedures within the Academy
February 22nd 2017	CEOPs Ambassador Training undertaken by Deputy Head and Network Manager
February 10th 2017	Designated Safeguarding Leads attended Operation Encompass training for Safeguarding around issues of Domestic Violence across the Northumbria Police force area. This will go live in the Spring term 2017
March 6th 2017	Class Charts went live 6 th March 2017 to record and monitor rewards sanction and to inform future analysis of behaviours positive and negative across the academy
March 14th 2017	Updated policy drafts completed : Allegation Management, Attendance, British Values, Charging Policy, Equality and Diversity, Educational Visits, Induction Policy, Information Sharing Policy, Looked After Children, Revised Scheme of Delegation Policy and Staff appraisal and capability – sent to all GB for possible review/ratification on 30.3.17
March 13th 2017	All staff completed KCSIE 2016 training with external provider Safeguarding First (certificates issued) Completed as a follow up to updates given and documentation issued in September 2016 following new updated guidance for appendix A and b which all staff were aware of and read.
March 21st 2017	Visit from DFE/Regional Schools Commission (Jane Wilson and David Penney). Spent the day across the school looking at safeguarding, discussions regarding the action plan and progress. Learning walks completed, pupils books scrutinized. Met with senior and middle leaders, trustees and Governors and spoke to staff and pupils. Await report for this visit but on the whole a very positive visit and discussed the way forward as an Academy with a preference to join a MAT in the future very much our priority along with all actions



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	contained within the plan. Both members of the RSC were very complimentary about the school, its safeguarding and its drive to improve. Issues around writing and handwriting were discussed and these will be added to the POAP in relation to future actions to address their points.
23rd March 2017	Carol Glasper LADO contacted academy to arrange some bespoke training and meeting after Easter break for DSL and DDSL staff. Tried to arrange a date but Carol explained that they are in transition to the new Together For Children trust and are very busy prior to their launch on 1.4.17. We will await further dates from Carol Glasper.
6th April 2017	GM visit to Horizons Special academy Trust. Met with David Penney to review provisions and discuss with heads of each provision the benefits of MAT partnerships and how they work together across the MAT and support one another. Will speak to Chief Executive of the trust after Easter with regards to RSC visit and expectations for the future and possible MAT alliances that can be forged or entered into with suitable MATS
24th April 2017	Operation Encompass gone live and DSL and DDSL have all signed into the new E-Gress system for safeguarding referral and actions around Domestic Violence. Discussion with E Horne CEO Horizons Academy Trust and arrangements for visits to NVA with regard to RSC expectations around duplication of safeguarding documentation, challenge and learning opportunities for individual pupils to meet expected standards and joining a MAT in the future. Dates for visit 5.5.17
25th April 2017	Governors training with Wise academies regarding Pupil premium as part of our Pupil Premium review. Z Carr WISE academies to deliver this training session. Chair of Governing body responds to RSC letter with recommendations and expectations in relation to joining a MAT and will let RSC know by end of June 2017
5th May 2017	Visit by Horizons CEO Elizabeth Horne and Carly Beecroft in relation to RSC expectations around duplication of paperwork with regards to recording incidents and safeguarding. Discussions also held regarding expectations and challenge for pupils in order for more pupils to reach the expected standards. Horizons have similar issues with pupil mobility, lack of previous assessment and the fact that the 'expected' standard is not really clear. However leadership and staff will work tirelessly on variability of challenge from teachers across the school in order to provide well matched learning opportunities for pupils to ensure progress continues to be made.
15th May 2017	Headteacher visits made to WISE Academy Trust in relation to forming MAT partnerships in the future in light of Ofsted and RSC expectations.
16th and 17th May	Team made up of senior leaders and Governors to Visit WISE Academy Trust and Horizons Academy Trust to look at MAT partnership possibilities for the future and to report back to full Governing body on 18 th May 2017 with their findings.
18th May 2017	Criteria analysis of both multi- Academy trusts was undertaken by team who made all visits. Results of these were taken to discussions with full governing body and a decision made to approach WISE Academies as a potential partner for MAT partnership in the future, whilst also acknowledging the strengths of the other Academy Trust and the GB thanked both MAT's for their help and time in helping the team make a decision which they all feel will benefit both parties and make NVA a strong partner in doing so.
5th June 2017	Communication with WISE Academy regarding meetings and schedules for future PP review and governance review and also to devise a framework for Due Diligence for both parties



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8th June 2017	Early help Strategy meeting attended with Working Together from the Local Authority regarding changes to what was known as Strengthening families
15th and 16th June 2017	Staff attended safeguarding update training and an induction session for new Deputy Designated safeguarding leads provided by safeguarding first (Pam Gartland)
16th June 2017	HT meeting with Mrs Zoe Carr regarding preparation and planning for forthcoming Pupil Premium review day
28th June 2017	Pupil premium Review with Z Carr CEO WISE academies and member of RSC Headteachers Board
15th June 2017	Updated DDSL training from Safeguarding first and DDSL induction training for L Winship as new DDSL member for the academy
5th/6th July 2017	Initial Ofsted Monitoring Visit HMI Marian Thomas
5th September 2017	Report from Initial monitoring visit issued from OFsted
6th September 2017	CPD power Literacy and power Teaching initiated across the academy in line with pupil premium planning
7th September 2017	Policy review meetings and updated policy development SLT.
14th September 2017	Governance review session WISE academies
14th September 2017	CPD effective classroom observation. Head teacher training for effective classroom observation in line with Ofsted framework



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28 th September 2017	Policy updates meeting and new Scheme of delegation/POAP updates meeting with Governing body
2 nd October 2017	Meeting with WISE academies due diligence financial recovery planning
4 th October 2017	Link Governor visit with the focus of assessment and progress across the academy
9 th October 2017	CEOPs training delivered for all staff and 2 Governors by CEOPs Ambassadors and practical guide sent out for all parents and carers about child safety online. CEOPs training record updated and positive feedback given by all 25 that attended.
10 th October 2017	Response received from LADO in respect of training and guidance for the academy in respect of allegation management. LADO has informed the academy of their intention to provide sessions alongside Together for Children in respect of this and for Key staff DSL to attend. The LADO intimated that this would be the best way forward as unfortunately, LADO workload does not afford the time and capacity to visit individual schools. LADO role is slightly different to that of predecessor Carol Glasper and LADO has additional responsibilities which impact on time. At full Governing body it was agreed that this would be actioned and that the current policy Managing Allegations of Abuse Against Teachers, Other Staff and Volunteers Procedures will be adhered to
12 th October 2017	FGB meeting with business planning for restructure-redundancy for financial recovery planning and POAP actions for GB and WISE academies regarding action planning
17 th October 2017	Meeting with WISE academies regarding Governance review action planning, financial recovery planning and due diligence
31 st October 2017	WISE academies make formal decision to incorporate North View Academy into their MAT from 1 st September 2018
2 nd November 2017	Full GB meeting for policy ratification, governor review action planning
3 rd November 2017	Link governor visit D Dimmock :focus on Pupil develop welfare and behaviour across the academy



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9th November 2017	Action planning review and financial recovery and formal decision to enter into a redundancy/restructure and proposed that NVA would need to look at a reduction of staffing costs in line with the academy redundancy policy
15th November 2017	Meeting of GB and WISE regarding action planning updates and future training.
16th November 2017	DSL updated training day for safeguarding attended with safeguarding first bespoke as to allegation management policy and procedures. Safeguarding First Pam Gartland
22nd November 2017	Meeting of personnel and staffing committee and Local authority HR with regards to financial recovery planning and redundancy procedure in line with academy policy
27th November 2017	Meeting with Regional Schools commissioner in Darlington to provide updates of academy post -Ofsted actions and conversion to MAT with WISE academies, senior leaders from academy and Zoe Carr CEO WISE academies to attend



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AREA FOR IMPROVEMENT 1 - Safeguarding procedures across the whole school, require immediat attention by urgently:					
<ul style="list-style-type: none"> • 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 					
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. New policies with reference to updated guidance for Staff behavior and code of conduct, Safeguarding, Behaviour, Discipline and positive handling, Peer on Peer abuse and safe arrivals and departures designed, evaluated and ratified</p> <p>Need to make sure there is more personalization for staff in the academy Safeguarding and child protection policy</p> <p>Begin process of sharing good practice through a project shared with all staff and Senior Leadership Team. Report with recommendations for new policy and procedures produced to Governing Body External sources for review, input and actions</p> <p>Revised procedures introduced with greater involvement of Governing Body and leadership in developing of said procedures</p> <p>Improved recording of behaviour incidents across the school. New incident reports, bound book, CPOMS</p> <p>Class Charts in place and being used in every class to improve the range of rewards and sanctions within school, allowing leadership to analyse if they are effective(More use of this system will allow Staff to analyse over time with more data collected)</p> <p>Spreadsheet to analyse CPOMS incidents created for SLT</p>	<p>February 2017</p> <p>Changes to policy and sent for ratification Oct 2017</p> <p>From January 2017</p> <p>March 2017</p> <p>March 2017</p>	<p>Governing Body</p> <p>Link Governor</p> <p>External visits(RSC, OFSTED)</p>	<p>Amended procedures in place with seclusion only to be used in emergencies. Governors hold leaders to account for the safety and welfare of pupils</p>



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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 through regular meetings and updates. Meeting and training held every Monday</p> <p>Policies reflect and resolve issues identified by Ofsted and follow best practice guidelines from Safeguarding First and DfE</p> <p>Policies are ratified by governors at full governing body meetings</p> <p>Ratification of updated and new policies at full governing body meetings</p> <p>Key training and policies cascaded to staff and placed onto school website</p> <p>New KCSIE parent leaflet for information produced from Academy</p> <p>New sign in system in place for all staff and visitors to the Academy</p> <p>Staff attend CEOPs training for all staff and offered to Governors once the guidance and training material is in place</p>	<p>February 2017</p> <p>March 2017</p> <p>Following ratification</p> <p>February 2017</p> <p>February 2017</p> <p>February 2017</p> <p>February 2017</p>	<p>Governing Body</p> <p>Link Governor</p>	<p>All Academy stakeholders are fully aware and confident that all policies and procedures are reviewed and up to date in line with current guidance</p> <p>All visitors are aware of the explicit Safeguarding message from the Academy on arrival</p>
Guidance and clarity around the use of safe spaces around the school for behavior intervention and keeping pupils safe	Senior Leadership Team	<p>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</p> <p>Visits to other provisions for guidance around their use of safe spaces/time out when dealing with volatile behavior (The Dales In Blyth) and class rewards and sanctions. Visit to Columbia Grange to discuss sensory provisions and ideas which may be replicated.</p>	<p>March 2017</p> <p>February 2017</p> <p>March 2017</p>	<p>Safeguarding First</p> <p>HMI</p>	<p>Following best practice advice guidance and support ensuring staff respond and support pupils who exhibit challenging and complex behaviours effectively</p>
Introduce new system for logging safeguarding 'cause for concern' using CPOMS and ensure staff know about the new systems	Head Teacher Network Manager	<p>New CPOMS system in place and protocols established around recording incidents and communications with other agency professionals</p> <p>All staff are using the system to log safeguarding concerns (see safeguarding logs), incidents and contacts for parents and multi-agency professionals (In place and embedded)</p>	<p>in place January 2017</p> <p>Evaluated April 2017</p>	<p>Deputy Head</p> <p>Link Governor</p>	<p>CPOMS system embedded with improved recording of incidents, chronologies and concerns</p> <p>All relevant staff are kept informed strengthening decision making process</p> <p>Endorsed by External review (Safeguarding First) and HMI</p>



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Amend procedures for logging * positive handling and physical interventions *rewards and sanctions	Senior Leadership Team Led Working Groups	<p>Review of Behaviour, Discipline and positive handling Policy and rewards/sanctions working group</p> <p>Identify methods of recording and analyse data in relation to these. Meeting with Class Charts and webinar online, visits to Seaham School to view Class Charts working day to day. Purchased and set up across the school</p> <p>All behaviour issues at NVA which result in positive handling and physical intervention are logged, recorded and to be analysed in accordance with these new procedures. New incident form, created and being used.</p> <p>Rewards and sanctions policy is embedded and adhered to by all students and staff at NVA and in Behaviour and Discipline Policy</p> <p>Pupils involved in planning rewards and sanctions and behaviour for Learning rewards and behavior Ladder to be shared with the school council members and open for discussion regarding new rewards and sanction ideas from pupils and these introduced into the class charts systems (Pupil Voice and input for rewards and analysis over time regarding reduction of incidents)</p>	<p>February 2017</p> <p>March 2017</p> <p>February 2017</p> <p>March 2017</p> <p>February 2017</p> <p>February 2017</p>	<p>Governing Body</p> <p>Link Governor</p>	<p>Logging procedures are unequivocally clear to all</p> <p>Logging procedures are monitored, recorded and evaluated for effectiveness for individual pupils</p> <p>Other approaches identified where analysis indicates a change to behavior plans including other agency involvement</p> <p>Rewards and sanctions are appropriate for provision and pupil behaviour is managed effectively across the school</p> <p>Student voice is highlighted in planning and across the school and reflected in praise and rewards ladder</p>
Ensure that new systems result in a reduction in behaviour incidents for individual pupils over time	Senior Leadership Team Head Teacher	<p>The number of incidents of disruptive behaviour / refusal to comply and use of verbal and physical aggression are recorded in accordance with the new incident reporting systems and analysed over time to inform behaviour planning in the future for individual pupils (In place and data will continue to be viewed for Analysis)</p>	<p>April 2017</p>	<p>Governing Body</p>	<p>Behaviour Improved with individual pupils as a result of new systems being in place</p> <p>Positive impact on attitude, behavior and learning</p>



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<p>Review induction procedures for new pupils, staff, supply staff and visitors in relation to changes made in documentation</p>	<p>Head Teacher</p>	<p>New induction procedures are in place for all new staff, new induction policy and templates</p> <p>Supply staff, new staff and visitors understand their responsibilities in regard to safeguarding of students at the school and training needs to be identified</p> <p>New signing in protocols for visitors and professionals increasing safeguarding, clarity, focus and responsibilities</p>	<p>March 2017</p> <p>February 2017</p> <p>February 2017 Live</p>	<p>Senior Leadership Team</p> <p>Governing Body</p> <p>Personnel Committee</p>	<p>Link governor review of induction</p> <p>Clear procedures in place, including updates and logs</p> <p>Effectiveness of staff with pupils that have more complex challenging behavior is clear</p> <p>All aspects of Health and Safety for staff, pupils and visitors are compliant with legislation</p>
<p>Leaders use a programme of restorative supervision, Continuous Professional Development and performance management to support staff in their safeguarding responsibilities</p>	<p>Head Teacher</p> <p>Deputy Designated Safeguarding Lead</p>	<p>Attend formal training with external provider Safeguarding First for DSL and DDSL and other relevant key staff</p> <p>Continuous Professional Development opportunities remain available for all staff Operation Encompass sign up February 10th (and system to go live in Spring term 2017)</p> <p>Operation Encompass training completed on 7th and 10th February 2017 by Designated Safeguarding Leads</p> <p>Performance Management programme that is focused and effective in supporting and developing staff (Through next PM cycle)</p> <p>Timetabled staff supervision for key safeguarding staff which is to be recorded in personnel files(Ongoing)</p>	<p>January 2017</p> <p>Ongoing</p> <p>As per performance management schedule</p> <p>Sept/OCT 2017</p>	<p>Senior Leadership Team</p> <p>Governing Body</p> <p>Staff</p> <p>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 safeguarded and better supported by motivated staff</p> <p>Governing Body are informed of supervision schedules</p>



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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 to be sought E-mail sent 14 th February 2017 to Carol Glasper LADO regarding meeting and discussion with Academy representatives for future actions Further contacts from Chair of GB in Sept and also October. LADO informed Chair that future briefings and training will be forthcoming from SSCB and that it is not within her remit to provide bespoke advice training and that this discussion had been with the director of Children together. Safeguarding first to provide training updates for DDSL and SL around allegation management procedures and protocols	Complete September 2017	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. Escalation procedures update sought from SSCB and filtered to all staff during staff training. In place and being used. Report all escalation decisions and outcomes to the governing body	Updated procedures received from Lynne Thomas 8.2.17 via e-mail	Governing Body Safeguarding First	Conflict resolution procedures are followed diligently
ADDITIONAL ACTIONS	WHO	TARGETS	MILESTONE TIMESCALES	MONITORING	IMPACT EVALUATION
An External Review of Safeguarding procedures in school undertaken	Head Teacher Senior Leadership Team	Safeguarding procedures and policies reviewed and amended by Self and external review of all aspects of safeguarding from Safeguarding First (Pam Gartland) December 15th 2017. Initial meeting for reviews and development of actions across the academy in January 2017 with policies reviewed and any new guidance from DFE taken into account	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



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AFI 2. Improve leadership and management, so that pupils are safe and making good progress					
<ul style="list-style-type: none"> • 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. 					
KEY ACTIONS	WHO	TARGETS	MILESTONE TIMESCALES	MONITORING	IMPACT EVALUATION
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) and meeting with Executive head of WISE academies 6.2.17 and 7.3.17</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"> • discuss the context and needs of the school • explain the principles and process of the review • identify the key focus areas for the review • discuss the self-review process • agree dates for receiving information from the school and for the face-to-face meetings • understand the vision and culture of the school • agree the fee for the review 	<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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Key meetings and evidence gathering	Chair	<p>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:</p> <ul style="list-style-type: none"> - assess the capacity of the board, its strengths and areas for development - discuss the self-review process - agree how to run the self-review meeting with the governing board 	March/April 2017	<p>Governing Body</p> <p>External Review</p>	<p>Capacity of Governing Body strengthened</p> <p>Self-review process determined and understood by Governing Body</p>
Self-review session	Chair Governing Body	<p>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</p> <p>During the self-review process the reviewer will confirm with the board the key areas for development and the action required</p>	<p>April 2017</p> <p>September 2017</p>	<p>External Review</p> <p>Governing Body</p> <p>HMI</p>	<p>Agree areas for improvement and update action plan</p> <p>Governors take ownership of agreed outcomes and ratify the plan through due governance process and oversee implementation</p> <p>Share action plan with external advisors and HMI</p> <p>Suitable timeframe agreed for follow up visit to enable the review to evaluate progress and impact against agreed further actions</p>
Information leaders provide is probed and challenged by governors to ensure pupils are safe, cared for and make good progress	<p>Head Teacher</p> <p>Curriculum Lead</p> <p>Governing Body</p>	<p>Senior leaders and middle leaders to provide academy shorts to Governing Body termly on; attendance, safeguarding, behavior and incidents (to be developed by SLT and middle leaders across the academy)</p> <p>Monitoring of Teaching and Learning, challenge and support for more able and disadvantaged groups, Pupil Premium, Appraisal/Continuous Professional Development and transition(to be developed by SLT and middle leaders across the academy)</p> <p>Assessment Analysis tool developed by SLT and shared with Teaching and Learning Support Staff.</p>	Ongoing and provided for each termly FGB meeting	<p>External Review</p> <p>HMI</p> <p>Governing Body Minutes</p>	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 (further guidance and training for GB in relation to setting targets and challenges, and joining a MAT will allow for this support and revisit HT /DH PM objectives</p> <p>Seek external support and advice in order to fulfill this role in a robust and transparent manner (This not implemented but GB need to review for next Performance management cycle or by collaboration with MAT in future)</p> <p>Continuous Professional Development for teacher standard and linking objectives to the standards and evidenced and monitoring(Further work needed on improving targets setting and SMARTER targets for next PM cycle)</p>	<p>February 2017 – teaching staff in relation to action plan</p> <p>June 2017 – review of teacher performance management</p> <p>September 2017 – review and new objective setting for teacher</p> <p>October 2017 – finalise and sign off on new objectives for teachers</p> <p>December 2017 – Head Teacher and Deputy Head performance management review</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 new action plans in response for next academic year</p> <p>Assessment Analysis tool developed by SLT and shared with Link Governor.</p> <p>Increase in Pupil Premium attendance analysis of data</p> <p>Agree a format for an annual report on the use of pupil premium which includes costings to evaluate the effectiveness of spend for future reviews</p> <p>Full day for PP review only completed June by reviewer, summary recommendations not yet completed to action in future PP planning</p>	<p>Initiate February 2017</p> <p>Pupil Premium review June 2017</p> <p>Completed June 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>



POST OFSTED ACTION PLAN: 2016/17

<p>All complaints continue to be logged and acted upon with LADO</p>	<p>Designated Safeguarding Lead Deputy Designated Safeguarding Lead</p>	<p>Complaints procedures updated Guidance and discussion with safeguarding external agencies/LADO service around physical restraint and allegation management NVA have contacted LADO regarding this and correspondence evidenced. LADO has left service and a new LADO now in place since June 2017. Also LADO service has moved into separate stand alone service independent of the LA and this process began in April so we have not yet had access to support and guidance for this. Chair of GB has been in discussion with new LADO service and future training and sessions for all schools will be provided in Spring term Safeguarding first to provide training updates for DDSL and SL around allegation management procedures and protocols</p>	<p>Completed September November 2017</p>	<p>LADO Chair of Governors</p>	<p>Appropriate action taken in line with safeguarding procedures and legislation (Keeping Children Safe in Education 2016)</p>
<p>Continue to follow escalation procedures as stated on the Sunderland Safeguarding Children Board website in relation to multi-agency professional disagreements</p>	<p>Head Teacher Designated Safeguarding Leads</p>	<p>To follow escalation procedures and use of proformas with Sunderland Safeguarding Children Board for resolution of any professional disagreements, new escalations procedures sought from SSCB Report all escalation decisions and outcomes to the governing body</p>	<p>March 2017</p>	<p>Governing Body Safeguarding First</p>	<p>Conflict resolution procedures are followed diligently</p>
<p>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 and increase their knowledge of the school</p>	<p>Link Governors</p>	<p>Link Governors through the scheme of delegation make regular visits to challenge and monitor all procedures(Safeguarding Link, Health and safety Link, Assessment and Teaching and learning, and PD welfare and behaviour link visits all completed New format for reporting to governing body to be agreed and used by Link Governors Esafety – involvement in judging whole school challenge Attendance at World Book Day, Proud of Achievement Assemblies</p>	<p>Visits to commenced March 2017</p>	<p>Governing Body External Review</p>	<p>All children continue to be kept safe from harm and supported appropriately</p>



POST OFSTED ACTION PLAN: 2016/17

To improve the robustness and accuracy of Leaders' and Curriculum Coordinators' evaluation of the quality of teaching and learning	Senior Leadership Team	Curriculum leaders take part in a programme of joint observations with Senior Leadership Team	September 2017	Head Teacher Governing Body	Curriculum Leaders have an accurate and comprehensive knowledge and understanding of their subject area
	Curriculum Leaders	Leaders to undertake a programme to further develop observation, feedback and review skills HT to complete training for effective classroom observation and feedback 3days September 2017 with Bishops teaching Alliance	October 2017 SLT training with Head teacher	External Review RSC	Curriculum leaders increase their experience and skills in monitoring the quality of teaching, learning and assessment Leaders are in a stronger position to make accurate judgements on quality of teaching and learning Leaders and teachers hold high expectations of progress for all pupils
		Learning Walks Completed learning walks as part of Regional Schools Commission Review Visits on 21.3.17 and 5.5.17			
		Learning and planning to include challenge via extension work and key questions (Needs further development and CPD/inset in order to ensure that the more able pupils are indeed extended throughout their lessons and that key questions elicit the knowledge and understanding of pupils)			
		Learning and planning to include support for disadvantaged, SEND pupils. (Needs to be further developed around CPD/Inset in order to fully incorporate this into planning for future interventions for specific pupils or groups of pupils)	Termly	Curriculum Lead	Ensure consistency of assessment throughout school. Monitor work produced across age ranges.
		Termly monitoring of English and Maths to coincide with TPG updates. Continue to record names of pupils who are moderated to ensure range of pupils.			
		Attend moderation writing moderation meetings with a partner school for KS1 and KS2 SATS. KS and AB attended July 17			
	Provide SATS teachers with document linking Interim Framework statements and POS for reading and writing to evidence and record attainment. Document to include exemplifications ensuring consistency.	Summer term	SATS teacher		



POST OFSTED ACTION PLAN: 2016/17

Leaders to continue to rigorously analyse how well different groups of pupils are making progress	Head Teacher	Monitor baselines and tracking through continuing partnership with a local school where Ofsted has judged the tracking at the school to be outstanding	Termly	Governing Body	All groups of pupils are making strong progress
	Senior Leadership Team	Continue to monitor teacher assessment and analyse the resulting data termly	Termly	Partner Schools External Review	Governing Body challenge data and any differences in the progress of different groups
		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 (would benefit from Link Governor for assessment and progression spending a full day in school)	April 2017 then termly	HMI Moderating Visits	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
		To complete regular work scrutinies using the information gleaned to determine how different groups of pupils are attaining and progressing, and especially Pupil Premium disadvantaged group as part of the PP review Working with MAT and partner schools through Power Literacy to invite in in Autumn term to take part alongside NVA staff to validate judgements on progress/standards and feedback	April 2017		Effective planning for all pupil groups
		Use data to inform and adapt planning (Maths co-ordinator to implement more direct coverage of where there are gaps eg measure.	Autumn term 2017(November 27 th)	Curriculum Leads K Jarvis	
		Use results from previous years attainment to show progress pupils make over three year period (since new TPG system). Use this to identify pupils who are and are not making three years progress. Use this information to identify intervention, close gaps and inform planning and future target setting.	Termly		
		Link PAG scores with POS expectations for end of year 6. Use this information to set Y6 targets and map progression towards these, identifying pupils in need of both intervention and more ambitious targets.	Termly	Curriculum Leads	
		Monitor the POS criteria associated with the KS2 Writing interim framework Teacher Assessment "Can Do" statements.	Termly	Curriculum Lead	
		Curriculum Leads			



POST OFSTED ACTION PLAN: 2016/17

<p>Use tracking, TPG (Tracking Progress Grid) attainments and target setting to inform adjustments to teaching and identify individuals for early focused interventions to support and set challenging targets which are well matched so that pupils make progress</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 Ongoing as sets of data needs to be cross referenced for pupils)</p> <p>Target setting reflects the high expectations leaders and staff hold for pupils (need to identify and plan for those individuals who are exceeding or near to targets in order to extend them further and planning for this by individual staff)</p> <p>Identified Barriers to learning for individual pupils to be added to the Assessment Analysis tool developed by SLT and shared with Teaching and Learning Support Staff</p> <p>Identify pupils with lower handwriting attainment and / or know to occupational therapy. Working from OT advice produce document to record activities recommended to aid pupils with handwriting and pre handwriting skills (Contact made with OT and will develop)</p> <p>Investigate training via Sunderland Occupational Therapy , 'Smart Moves' or other suitable providers to develop staff knowledge and confidence in supporting pupils.</p> <p>Purchase bank of pencil grips to be available to pupils in class so that they can choose their own suitable equipment . (on order)</p> <p>Look to develop Power Literacy as whole school approach to teaching English. Setting pupils will provide daily intervention and will incorporate tracking of pupils progress. Initial visit and communication with founder to establish potential at NV and costings. Joint visit HT and Subject Lead 4th July. Looking to set up and identify trainers for new academic year)</p>	<p>Termly</p> <p>Completed. Ongoing termly monitoring</p> <p>Ongoing contact. Training to be delivered for Autumn 17</p> <p>Summer 17</p> <p>October 2017</p> <p>End of key stage assessments. Power literacy action plan developed By co-ordinator</p>	<p>Governing Body Partner Schools External Review</p> <p>Curriculum Lead</p>	<p>Reduce the gap in performance of groups of pupils so that progress in 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>Pupils have potential to improve their handwriting as fine motor skills are developed.</p>
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POST OFSTED ACTION PLAN: 2016/17

<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 DSL and DDSL attended training in Middlesbrough regarding supervision 26.1.17 Supervision completed with DSL and DDSL in spring term and paperwork kept in personnel files Continuous Professional Development opportunities remain available for all staff Performance Management programme that is focused and effective in supporting, developing and motivating staff Met with Pay and review committee to review HT and DH performance targets (further development and guidance for Governors and SLT on smarter targets.</p>	<p>January 2017 Ongoing As per performance management schedule autumn term 2017 training for Power Literacy</p>	<p>Senior Leadership Team Governing Body Staff External Provider</p>	<p>Motivation of staff is sustained Staff are better supported when dealing with difficult or more challenging issues and situations Pupils are better supported by motivated staff</p>
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