

Statement of Action

Priority 1 overview	Priority 2 overview	Priority 3 overview	Priority 4 overview	Priority 5 overview	Priority 6 overview
<p>Leaders and managers must ensure safeguarding is effective by:</p> <ul style="list-style-type: none"> responding in a timely and rigorous way to any allegations or concerns that pupils may be suffering, or at risk of suffering, harm and sharing information in a timely manner with the relevant authority following up on any referrals made to the local authority to make sure that prompt action is taken reviewing all safeguarding procedures to ensure they meet statutory requirements and applying safeguarding policies with rigour. 	<p>Better prepare pupils for life in modern Britain by ensuring:</p> <ul style="list-style-type: none"> the curriculum provides more opportunities for pupils to learn about a range of cultures and beliefs Pupils are introduced to the effect of trade and commerce in a local, national and international context 	<p>Improve teaching so that the rate of pupils' progress improves and standards are raised, especially in writing by:</p> <ul style="list-style-type: none"> checking that each pupil is making enough progress from the standard they reached at the end of the previous phase of their education ensuring all teachers challenge the most able pupils in all subjects, so more pupils reach above average standards providing teachers with the knowledge and skills to teach writing well, so that pupils' vocabulary, sentence-making skills and handwriting improve ensuring all support staff are used well throughout lessons demanding more of pupils in a wide range of subjects and making sure pupils always produce their best work. 	<p>Improve provision in the early years by:</p> <ul style="list-style-type: none"> helping more children to make more than typical progress by the time they leave the Reception class making sure the assessments of children's knowledge, skills and understanding as they enter the Nursery are accurate providing more purposeful and challenging opportunities for children to write across the range of provision Involving parents more fully in their children's learning and assessment. 	<p>Improve pupils' behaviour by:</p> <ul style="list-style-type: none"> eliminating boisterous and aggressive behaviours and addressing the use of any discriminatory language helping those pupils who struggle to control their own behaviour to become more self-disciplined. 	<p>Reduce persistent absence rates for disadvantaged pupils.</p>
<p>Success Criteria</p> <p>Leaders at all levels will have appropriate training.</p> <p>Staff are aware of policy and procedures and use them consistently.</p>	<p>Success Criteria</p> <p>Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</p> <p>Pupils continue to use a range of social skills in</p>	<p>Success Criteria</p> <p>Tracking and analysis systems will be in place.</p> <p>Lesson observations will be carried out to ascertain the quality of teaching and learning and support provided as necessary</p>	<p>Success Criteria</p> <p>More children will make more than typical progress by the time they leave Reception class. By the end of the summer term 2017 pupil progress data for FS will demonstrate improvements</p>	<p>Success Criteria</p> <p>All timetables, planning and recording system will be in place and appropriate training booked</p> <p>An effective SEAL curriculum will help pupils to manage and control their own</p>	<p>Success Criteria</p> <p><12% PA @90% Dec 16</p> <p><7% PA @90% April 17</p> <p><5% PA @90% July 17</p>

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<p>All safeguarding records are actioned in appropriate timescales and are held securely.</p> <p>Wakefield safeguarding audit is rag rated green in every area.</p> <p>LA review completed and any actions identified acted upon.</p> <p>Records show parental complaints are dealt with using the complaints procedure with any actions and recorded appropriately.</p> <p>The Principal will meet with IEB safeguarding lead before /after meetings to discuss and monitor safeguarding progress.</p>	<p>different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic background.</p> <p>Pupils continue to show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. A link will be made with a school in a different context.</p> <p>Pupils can explain the effect that trade and commerce have in a local, national and international context.</p> <p>The Principal will meet with IEB lead for this priority to evidence and monitor progress.</p>	<p>Appropriate CPD booked as necessary.</p> <p>By summer term 2 at least 85% of teaching and learning is deemed good or better.</p> <p>Pupil progress meetings will be held every half term to track progress of pupils and groups.</p> <p>By the end of summer term 2017, pupil progress data for ALL year groups will demonstrate improvements upon summer 2016 benchmark outcomes</p> <p>A review of support staff will be carried out to ensure that they are well used throughout lessons and CPD booked as appropriate</p> <p>Staff performance cycle will be robust, measurable and reflect the needs of the academy actions</p> <p>Handwriting expectations will be firmly in place and a policy which reflects the practice accurately</p> <p>Effective monitoring cycle will be in place</p>	<p>in progress upon summer 2016 benchmark outcomes.</p> <p>Baseline assessments on entering nursery will be accurate and carried out within 3 weeks of entering nursery.</p> <p>Moderation will take place to ensure accurate judgements.</p> <p>The range of provision for writing will be purposeful and challenging.</p> <p>Parents will be more involved in their child's learning and assessment. They will be invited to stay and play sessions and communicate through 'magic moments' journals. Questionnaires/ feedback will demonstrate that parents feel more involved.</p> <p>The Principal will meet with IEB lead for this priority to evidence and monitor progress.</p>	<p>behaviour and become more self- disciplined</p> <p>New reward system in place</p> <p>Reduction in the number of incidents between Term 1 and Term 2</p> <p>Further reduction in the number of incidents from Term 1 to Term 3</p> <p>The Principal will meet with IEB lead for this priority to evidence and monitor progress.</p>	<p>The attendance policy will be reviewed and updated to reflect best practice</p> <p>Fortnightly meetings with the attendance officer will enable any patterns of absence to be identified more quickly</p> <p>The Principal will meet with IEB lead for this priority to evidence and monitor progress.</p>
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		<p>Book scrutiny of wide range of subjects will show differentiation and quality marking and presentation</p> <p>The Principal will meet with IEB lead for this priority to evidence and monitor progress.</p>			
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Jargon buster

P= Principal

VP= Vice Principal

IEB= Interim Executive Board

LA= Local Authority (Wakefield)

WDSCB= Wakefield District Safeguarding Children Board

HS = Helen Sanderson NLE and external consultant

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Actions to inform registered parents and seek their views

Arrangements to inform registered parents of the proposed actions to be taken – the action plan will be placed on the website by 30/9/16 and parents will be informed via the weekly newsletter on 30/9/16. A reply slip will be attached for written responses. Registered parents and carers may also respond via email on the contact us section of the website.

In addition, IEB member Peter Laurence will chair a Parent Voice Forum on 6th October at 3.00pm.

Informal meetings are being held every 2 weeks for parents (at different times of day) to meet with members of the IEB to ask questions or raise issues related to the Statement of Action.

This will continue on a regular basis and dates will be arranged and put on the weekly newsletter.

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Priority 1: Leaders and managers must ensure safeguarding is effective by:							
Actions	Details	Timescale	By whom/ Resources	Monitoring	RAG Evaluation and milestones		
					July/Sept 16	Dec 16	April 17
<ul style="list-style-type: none"> respond in a timely and rigorous way to any allegations or concerns that pupils may be suffering, or at risk of suffering, harm and sharing information in a timely manner with the relevant authority 	❖ Weekly staff meeting to include Safeguarding Agenda item	June 16	VP- Louise Clipsham	P/ IEB- John Hanson	Safeguarding Audit shows that urgent issues have been addressed	Safeguarding Audit shows all areas to be RAG rated Green	External Review indicates academy is compliant. - HMI
	❖ Staff have read and signed the safeguarding policy	June 16	VP- LC	P/IEB-JH			
	❖ Child Protection Online Monitoring System (CPOMS) previously purchased. Establish whether this is appropriate for school at present.	Oct 16	P/VP	IEB John Hanson			
	❖ Date of whole staff training is recorded	7/9/16	Vicki Maybin (WMDCSB)	P/IEB JH			
	❖ Nominated safeguarding IEB member in place	Sept 16	JH	IEB			
	❖ Wakefield Safeguarding audit to be completed monthly	July 16	P/VP	IEB - JH			
	❖ IEB member to meet with acting principal before or after IEB meetings to discuss safeguarding progress and issues	Sept 17	P	IEB-JH			
	❖ External safeguarding Audit- WDSCB	Feb 17	VM	IEB - JH			
<ul style="list-style-type: none"> follow up on any referrals made to the local authority to make sure that prompt action is taken 	❖ Staff are aware of and follow robust safeguarding policy	June 16	P/RVP	IEB -JH	Safeguarding Audit shows that urgent issues have been addressed	Safeguarding Audit shows all areas to be RAG rated Green	External Review indicates academy is compliant.- HMI
	❖ Regular spot checks of paper work including referrals, complaints and closed cases	Sept 16	P	IEB- JH			

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<ul style="list-style-type: none"> review all safeguarding procedures to ensure they meet statutory requirements and applying safeguarding policies with rigour. 	❖ Wakefield Safeguarding audit to be completed monthly	July 16	P/VP	IEB-JH	All areas RAG rated. All statutory requirements in place.	All areas RAG rated GREEN.	All areas RAG rated Green.
	❖ IEB member to meet with acting principal before or after IEB meetings to review procedures	Sep16	P	IEB- JH		Safeguarding Audit Actions have been acted upon	Check positive handling booklet with WCSB. Order new one. New one in place.
	❖ External safeguarding Audit- WDSCB	Feb 17	VM	IEB- JH			Review taken place and agreed our system is rigorous and robust.

July 2017

- The academy is now compliant regarding all aspects of safeguarding.
- HMI confirm that systems in place are rigorous and robust
- External audit (WDSCB) also confirms that all systems are rigorous and robust
- All objectives have been met, good training has taken place(see safeguarding training files)
- The academy will sustain this level for the future

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Priority 2: Better prepare pupils for life in modern Britain by ensuring:							
Actions	Details	Timescale	By Whom/Resources	Monitoring	RAG Evaluation and milestones		
					July/Sept 16	Dec 16	April 17
<ul style="list-style-type: none"> the curriculum provides more opportunities for pupils to learn about a range of cultures and beliefs 	❖ purposeful links made with other schools with different contexts and different faith settings	Sep –Dec 16	P/PSHCE lead – Rachel Wilson	IEB- Peter Bell	Links with faith settings identified	Pupils use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Link with school established.	Pupils continue to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
	❖ curriculum weeks planned in throughout the year	Throughout the year 16	P	IEB – PB	Link school identified		
	❖ collective worship cycle to include opportunities to learn about other faiths	July 16	P/RE lead- Emma Fisher	IEB – PB	Curriculum Weeks planned throughout the year (yearly calendar to identify curriculum weeks)		
	❖ ensure appropriate RE curriculum in place	Sept 16 (KIRKLEES AGREED SYLLABUS)	RE lead- EF	IEB – PB	Collective worship cycle in place		Review of RE curriculum to be organised.-EF
	❖ Introduce the pupils to monthly pupil voice interviews	Throughout the year 16	PSHCE lead – RW	IEB –PB		Pupils show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. Displays and work in books will evidence this. More evidence needed.	Pupils continue to show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. Displays and work in books will evidence this.
	❖ embed the SEAL curriculum	Sept 16	PSHCE lead - RW	IEB-PB			

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<p>Introduce pupils to the effect of trade and commerce in a local, national and international context</p>	<p>Sessions booked for key stages with young enterprise to learn about the effect of trade and commerce.</p>	<p>Spring Term 2017</p>	<p>Sue Swidrack (young enterprise)</p>	<p>P/IEB- PB</p>		<p>Visits to and from the link school with the academy council will enable a deeper understanding of a school with a different context</p> <p>See Academy council file and pupil voice file.</p> <p>Dates booked for workshop – January 2017</p>	<p>Continued visits to and from the link school with the academy council will enable a deeper understanding of a school with a different context.</p> <p>Pupils can explain the effect that trade and commerce have in a local, national and international context. Display and book scrutiny will evidence this.</p>
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July 2017

- The curriculum now provides more opportunities for pupils to learn about a range of cultures and beliefs, evidenced through MTP scrutiny, displays and in books.
- Pupils can explain, in simple terms, the effect of trade and commerce in a local, national and international context. Pupil voice file evidences this.
- The RE curriculum has been reviewed and CPD has taken place to introduce the new understanding Christianity curriculum from the Diocese. This will be followed from September.
- The link with Sandal Magna and the visits to and from both school with the academy council has enabled a deeper understanding of a school with a different context. Work is planned to develop this further next year and include more pupil and class visits.
- The academy will work with the Diocese from September on the link project with schools in Mara. Conversations have already taken place.
- The SEAL curriculum has been embedded well and has supported the academy Christian ethos and core values, evidenced through display, books and pupils voice.
- The new Collective Worship themes have enabled pupils to gain a deeper understanding of other faiths and backgrounds, evidenced in the Collective Worship evaluation file and academy council file.
- Peter Bell (IEB) met with the PSHCE/Academy council/pupil voice leader and was extremely impressed with the knowledge, understanding and eloquence of the pupils. His report is available.
- Pupils understanding of British values will continue through next year's action plan

Priority 3: Improve teaching so that the rate of pupils' progress improves and standards are raised, especially in writing by:								
Actions	Details	Timescale	By Whom/Resources	Monitoring	RAG Evaluation and milestones			July 17
					July/ Sept 16	Dec 16	April 17	
<ul style="list-style-type: none"> • checking that each pupil is making enough progress from the standard they reached at the end of the previous phase of their education 	<ul style="list-style-type: none"> ❖ academy to use FFT aspire to analyse data ❖ Introduce new tracking programme to track pupils across key stages against a national measure 	Sept 16 Sep-Oct 16	VP-Meanwood Academy – Jamie Chapman VP-Meanwood Academy – Jamie Chapman	Helen Sanderson- NLE Meanwood Academy teaching school Helen Sanderson- NLE Meanwood Academy teaching school	FFT aspire purchased to measure national progress of Y2 and Y6 cohorts	depth of learning tracking system used to track all pupils and cohorts across the curriculum	depth of learning tracking system used to track all pupils and cohorts across the curriculum	FFT and depth of Learning tracking System used to track all pupils and cohorts across the curriculum

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	<ul style="list-style-type: none"> ❖ pupil progress meetings to take place half termly to ensure rigorous and tight progress of individuals and groups ❖ cross academy moderations to take place 	<p>Each half term over the year</p> <p>see staff CPD programme</p>	<p>P/IEB – Linda Maskill</p> <p>End of key stage teachers</p>	<p>HS – NLE</p> <p>HS - NLE</p>		<p>Pupil progress meetings will be held every half term to track progress of pupils and groups.</p>	<p>Pupil progress meetings will be held every half term to track progress of pupils and groups.</p>	<p>Pupil progress meetings will be held every half term to track progress of pupils and groups. By the end of summer term 2017, data for ALL year groups will demonstrate improvements upon summer 2016 benchmark outcomes</p> <p>By the end of summer term 2017, data for ALL year groups will demonstrate improvements upon summer 2016 benchmark outcomes</p>
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<ul style="list-style-type: none"> ensuring all teachers understand what constitutes a good lesson in order to challenge the most able pupils in all subjects, so more pupils reach above average standards 	<ul style="list-style-type: none"> ❖ lesson observations to ascertain the quality of teaching and learning which will directly inform necessary CPD ❖ CPD for teachers 'What does good learning look like' ❖ Introduce and monitor new planning system to ensure effective differentiation for more able pupils ❖ Robust staff performance management cycle to reflect the needs of the action plan 	<p>During weeks 4/5 of Autumn 1</p> <p>See CPD programme</p> <p>Each half term 16</p> <p>Begin Oct 16</p>	<p>P/ range of staff from Meanwood</p> <p>P/EF</p> <p>P</p>	<p>HS- NLE</p> <p>P/IEB</p> <p>HS-IEB</p> <p>IEB - LM</p>	<p>Action plan written and shared with stakeholders</p>	<p>Lesson observations carried out and CPD and appropriate support in place</p> <p>Monitoring system in place. Monitoring system introduced to SLT who will begin to cascade to rest of teachers by Feb half term</p> <p>Teachers using new MTP and short term planning system.</p> <p>Teachers have robust and measurable performance management targets</p>	<p>Observations carried out show improvement. 77% good or better observed in Spring. Continued CPD where necessary</p> <p>Evaluation of monitoring system and new monitoring cycle in place</p> <p>Mid review of performance targets</p>	<p>By summer term 2 at least 85% of teaching and learning is deemed good or better.</p> <p>Subject leaders accountable for Monitoring lesson planning which shows clear differentiation for more able pupils</p>
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<ul style="list-style-type: none"> providing teachers with the knowledge and skills to teach writing well, so that pupils' vocabulary, sentence-making skills and handwriting improve 	❖ Tailor the CPD programme to meet the needs as a result of writing observations	Oct- Dec 16	P	HS-NLE/IEB-LM		See CPD programme, rainbow writing introduced to support grammar.		By summer term 2 at least 85% of teaching and learning is deemed good or better.
	❖ Stand-alone GPS lessons introduced	Sep 16	EF	IEB-LM				Handwriting, vocabulary and sentence making skills will be improved
	❖ Handwriting expectations established across the academy in every subject	Sep 16	P/range of staff from Meanwood teaching school SLT	HS -NLE	CPD for staff on handwriting		All staff clearly following handwriting policy	
	❖ Handwriting Policy in place					Handwriting policy completed	Pupils handwriting is significantly improved in books	
	❖ Staff deemed as not delivering good learning will work with a member of staff from a supporting school (SLE/ equivalent)	Sept 16		HS-NLE		Support for staff through robust support programme (SLE)in place		
	❖ Undertake an audit of class learning environments				Classroom learning environment audit by SLT	Classroom compliant with expectations More children's work to be displayed		

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<ul style="list-style-type: none"> ensuring all support staff are used well throughout lessons 	<ul style="list-style-type: none"> Review of support staff deployment Lesson observation to include focus on deployment of support staff Relevant support staff CPD 	<p>Oct 16</p> <p>Jan 17</p> <p>Throughout the year</p>	<p>VP- line manager</p> <p>P/HS-NLE</p> <p>See CPD programme</p>	<p>P/IEB-LM</p> <p>IEB/LM</p> <p>P/IEB-LM</p>	<p>Review of staff deployment carried out.</p>	<p>Observations will include focus on deployment of support staff</p> <p>CPD booked as necessary</p>	<p>Support staff will be well used throughout lessons</p>	<p>Support staff will continue to be well used throughout lessons.</p>
<ul style="list-style-type: none"> Demanding more of pupils in a wide range of subjects and making sure pupils always produce their best work. 	<ul style="list-style-type: none"> Writing across the curriculum expectations in place and monitored Marking policy and presentation and standards policy in place Monitoring cycle in place Book scrutiny of wide range of subjects with focus on 	<p>Oct 16</p> <p>Oct 16</p> <p>Oct 16</p> <p>Autumn 2</p>	<p>English lead - EF</p> <p>VP</p> <p>P</p> <p>P/IEB - LM</p>	<p>HS-NLE</p> <p>P/HS-NLE</p> <p>IEB-LM</p> <p>Independent reviewer- SIP from neighbouring MAT</p>	<p>CPD mapping writing genres/rain bow writing. Expectations made clear.</p> <p>Marking and standards /presentation policies in place</p>	<p>Book scrutiny to evidence impact of marking/ standards policy. More needs to be done.</p> <p>Monitoring cycle in place for SLT, will begin to cascade to teachers by</p>	<p>Book scrutiny to evidence impact of marking/ standards policy and across a wide range of subjects</p>	<p>By summer term books will demonstrate a wide range of subjects and include quality marking, standards and presentation.</p>

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	differentiation and quality marking and presentation.					Feb HALF TERM		
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July 2017

- Summer term lesson observations show teaching and learning at 92% good or better, with one teacher at RI. Arrangements are being made for this teacher to continue on her informal support plan.
- A review of support staff was carried out by the vice principal and Lesson observations have seen that the majority of TA's are well used throughout lessons. Those that weren't, have been provided with CPD and support in order to improve.
- The introduction of structured handwriting along with a new policy has seen a marked improvement in writing and across the curriculum. Expectations are clear. This has been evidenced through learning environment walks which note improvement in the quality of writing on display. Through work scrutinies, books show a marked improvement in the quality of presentation of writing across the curriculum.
- Rainbow writing is showing early signs of impact in the pupil's knowledge and use of grammar in sentence structure. This will continue to improve next year and will be monitored through the action plan for English
- Tracking and analysis systems are now in place.
- More work is to be done with book scrutiny.
- Monitoring around attainment and progress of Pupil Premium pupils needs to improve
- Subject leaders are beginning to be accountable for whole school performance in their subject but this is not yet fully established.
- Further CPD is needed for next year around teaching at a consistently good level.
- Regular pupil progress meetings have tracked attainment and teachers have been held to account for the progress of pupils in their class. See headline data tracker.
- End of key stage results indicate the need for focus on reading and phonics next year.
- A robust performance management cycle is in place and final meetings will be held in October.

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Priority 4: Improve provision in the early years by:							
Actions	Details	Timescale	By Whom/ Resources	Monitoring	RAG Evaluation and milestones		
					July/Sept 16	Dec 2016	April 17
<ul style="list-style-type: none"> • helping more children to make more than typical progress by the time they leave the Reception class 	❖ ensure provision meets the instructional level of learners	Sep 16	EYFS L – Amanda	P	Daily planning meetings – evidence in file. Read Write Inc and Numicon in place	Observations carried out. Learning walk carried out with focus on learning environment. Led by FS leader from link support school.	The range of provision for writing will be purposeful and challenging. Evidenced through monitoring cycle
	❖ Daily planning meeting	Sep 16	Howarth	P			
	❖ 6 week data meetings with P	Sep 16		Helen Sanderson – Meanwood			
	❖ Embed the development of skills with Read Write Inc	Sep 16	EYFS L/ P	teaching school NLE			
	❖ Embed the development of skills used with Numicon into FS2	Sep 16	English lead - EF	P			
	❖ Introduction of independent writing areas	Sep 16	Maths lead - LC EYFS L	P			
<ul style="list-style-type: none"> • making sure the assessments of children’s knowledge, skills and understanding as they enter the Nursery are accurate 	❖ All nursery children to assessed within 3 weeks	Sep 16	EYFS L	HS	Assessments completed by week 3 Autumn term Link with St Giles C of E Academy made CPD booked	Continued work with St Giles support Continued CPD	Continued work with St Giles Continued CPD
	❖ EYFS staff to be paired with good/ outstanding EYFS setting	Oct 16	EYFS L/ St Giles	P			
	❖ CPD for all staff	Sep- Dec16	CPD providers	P			
						Scrutiny of Read Write Inc and Numicon not completed More work needed on writing areas.	Scrutiny of RWI and Numicon complete Improved provision for writing

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	❖ Moderation of all judgements, with good/outstanding provider	Nov 16	EYFS L/ St Giles	HS		Accurate assessments through moderation meetings with St Giles for first term	Accurate assessments through moderation meetings. Moderation meetings for summer term booked with neighbouring school.
•providing more purposeful and challenging opportunities for children to write across the range of provision	<ul style="list-style-type: none"> ❖ ensure provision meets the instructional level of learners ❖ Daily planning meeting ❖ 6 week data meetings with P ❖ CPD for developing young writers in the EYFS ❖ CPD for mark making to writing ❖ Embed the development of skills with Read of Read Write Inc ❖ Embed the development of skills with Numicon into FS2 ❖ Introduction of independent writing areas 	<p>Sep 16</p> <p>Sep 16</p> <p>Sep 16</p> <p>Sep 16</p> <p>Oct 16</p> <p>Oct 16</p> <p>Sep 16</p> <p>Sep 16</p>	<p>EYFS L</p> <p>EYFS L</p> <p>P</p> <p>CPD providers</p> <p>English lead - EF</p> <p>Maths Lead -LC</p> <p>EYFS L</p>	<p>P</p> <p>P</p> <p>HS</p> <p>P/HS-NLE</p> <p>P/</p> <p>P</p> <p>P/</p> <p>P/IEB-LM</p>		As above. More work/ support needed with environment – dates booked for January.	As above Areas of provision in line with expectations and opportunity for writing and challenge evident.
•more fully involving parents in their children’s learning and assessment.	<ul style="list-style-type: none"> ❖ Nursery daily stay and play sessions ❖ Half Termly FS2 stay and play with focus activity ❖ Workshops for parents/carers ❖ EYFS assessment policy to be re-written to include parent involvement and early handwriting 	<p>Sep 16</p> <p>Oct 16</p> <p>Oct 16</p> <p>Oct 16</p> <p>Oct 16</p> <p>Oct 16</p>	<p>EYFS L</p> <p>EYFS L</p> <p>EYFS L/LFS teacher</p> <p>EYFS L</p> <p>EYFS L</p>	<p>P/IEB- Peter Laurence</p> <p>P/IEB - PL</p> <p>P/IEB-PL</p> <p>P</p> <p>P/IEB- LM</p> <p>P/IEB-PL</p>	<p>Introduction to stay and play sessions for parents/ carers</p> <p>Workshops booked</p>	<p>50+% attendance of parents at stay and play sessions LFS. See progress reports and parent evaluations</p> <p>50+% attendance of parents at stay and play sessions</p>	<p>75+% attendance of parents at stay and play sessions LFS</p> <p>See progress reports and parent evaluations</p> <p>75+% attendance of parents at stay and play sessions UFS</p>

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	<ul style="list-style-type: none"> ❖ Parents to have access to EYFS journals ❖ Introduction of 'magic moments' communication books for parents/carers 	Oct 16	EYFS L	P/IEB-PL	'magic moments' books introduced to parents/carers	<p>UFS. See progress reports</p> <p>Policy not yet complete</p> <p>Improved communication with parents through the journals/ books. See parent evaluation comments.</p>	<p>Policy complete</p> <p>Continuing improvement with communication through journals/books. Questionnaire for parents shows they are pleased with improved communication</p>
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July 2017

- The provision across EYFS is much improved, supported and evidenced by Mary Gibbons and EYFS leader at St Giles CE Academy. The areas (particularly writing) are clearer and more defined and indeed more purposeful.
- Parents have been more involved in their children's learning through invitations to stay and play sessions each term, the introduction of magic moment journals and a support workshop in understanding the new assessment system 'tapestry'. These have all been well attended and questionnaires indicate that parents are pleased to be more involved. Parents are enjoying access to their child's journal and they say they are pleased with communication.
- Internal and external moderation has ensured that the data across EYFS this year is accurate
- Baseline assessments were completed within 3 weeks of entering nursery, which also means data is more accurate.
- See EYFS data sheet for more than typical progress.

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Priority 5: Improve pupils' behaviour by:							
Actions	Details	Timescale	By Whom/R resources	Monitoring	RAG Evaluation and milestones		
					July/Sept 16	Dec 16	April 17
<ul style="list-style-type: none"> eliminating boisterous and aggressive behaviours addressing the use of any discriminatory language 	❖ re-structure of playtimes/breaks	June 16	VP	P/IEB-PL P/HS-NLE	Re-structured playtimes in place.	Reduction in the number of incidents between HT1 and HT2. See progress reports.	Further reduction in the number of incidents between HT 1 and HT 4
	❖ PSHE and SEAL curriculum introduced	Sept 16	PSHE lead - RW	IEB-JH	All timetables, planning, recording and 'GOOD TO BE GREEN' behaviour system in place	New Collective Worship themes in place and followed. Evidence recorded in Collective Worship Evaluation folder.	New Collective Worship themes in place and followed. Evidence recorded in Collective Worship Evaluation folder.
	❖ New Collective Worship themes to be followed	Sept 16	RE Co/P	IEB-JH			
	❖ Recording and appropriate consequences to be reviewed	July 16	P/VP	IEB-PL			
	❖ New reward system in place	Sept 16	P		SEAL curriculum in place New Collective Worship themes in place		
<ul style="list-style-type: none"> helping those pupils who struggle to control their own behaviour to become more self-disciplined. 	❖ Emotional Well Being intervention introduced and monitored	Oct 16	Learning mentor/ HLTA	P/IEB-PL	Training booked for the new academic year.	Reduction in the number of incidents between HT1 and HT2	Further reduction in the number of incidents between HT 1 and HT 4
	❖ Emotional wellbeing groups used as an assessment tool to ensure targets/work is appropriate for pupils	Oct 16	Learning mentor/ HLTA	P/IEB-PL			
	❖ Embed the SEAL curriculum	Sept 16	Teachers /VP	P/IEB-PL	Emotional well-being intervention in place.	Emotional intervention well-being groups making positive impact. See learning mentor file.	Emotional well-being review improvement in self- discipline. This is supported by the SEAL curriculum. Evidence through
		Sept 16- April 17	PSHCE lead- RW	P/HS-NLE	SEAL curriculum		

Statement of Action

						<p>Review of emotional literacy. Emotional literacy not effective. Amended system with learning mentor. PL to meet with learning mentor January 2017</p> <p>SEAL curriculum embedded, evidence through book scrutiny and pupil voice interviews.</p>	<p>pupil voice interviews.</p> <p>PL to meet learning mentor to discuss her role and the impact her work has on pupils. Meeting took place 3/5/17 and impact noted.</p>
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July 2017

- Restructured playtimes have seen a reduction in incidents, see logs
- Objectives have been met.
- KB (LEARNING MENTOR) has had a positive impact on pupil's mental health and well-being, evidenced through pupil questionnaires, learning mentor files/nurture group support. This is well supported also by the Christian ethos, core values and SEAL themes. This was also evidenced through a monitoring meeting with Peter Laurence (IEB) and KB. His report is available.
- The new good to be green system, introduced in September, has had a huge positive impact on behaviour. The percentage of pupils participating in end of half term reward has risen from 89% in term1 to 98% in term 5. Visitors to school and HMI reports for January and May comment that pupils are polite, courteous and well mannered. Pupils fully understand and follow the academy goodly rules and the handful who do not, have personalised programmes in place to support them.

Statement of Action

Priority 6: Reduce persistent absence rates for disadvantaged pupils.							
Actions	Details	Timescale	By Whom/R esources	Monitoring	RAG Evaluation and milestones		
					July/Sept 16	Dec 16	April 17
<ul style="list-style-type: none"> • Reduce persistent absence rates for disadvantaged pupils. 	❖ Review of attendance policy and procedures	July 16	P	Inclusion/P/IEB-PB	Baseline%	<12% PA @90% Dec 16	<7% PA @90% April 16
	❖ Principal to meet with attendance officer fortnightly to discuss pupils and identify patterns of absence	Sep 16	Inclusion team	P/IEB-PB		The attendance policy is reviewed and updated to reflect best practice	<5% PA @90% July 16
	❖ Meetings with parents to discuss absence of PA pupils	Sep 16		P/IEB-PB			
	❖ Review of attendance reward systems	Sep 16	P	P/IEB-PB		Fortnightly meetings with the attendance officer will enable any patterns of absence to be identified more quickly. Parent meetings	Fortnightly meetings with the attendance officer will enable any patterns of absence to be identified more quickly

Statement of Action

						<p>with attendance officer and EWO organised. See attendance analysis file.</p> <p>Attendance rewards will encourage improved attendance and show a decrease in PA</p> <p>Review attendance again with officer in January. See ATTENDANCE REPORTS</p>	<p>Attendance rewards will encourage improved attendance and show a decrease in PA</p> <p>Meeting with EWO booked for 27/4/17 to discuss strategies to move forward.</p>
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July 2017

- Despite huge efforts from school to encourage and promote attendance (see HMI reports), attendance does remain an issue with holidays taken in term time.
- Jo Groves (Y1/2) teacher took over the monitoring of attendance in April after the very sudden passing of the attendance officer for the Knottingley schools. This has been a difficult transition time.
- Jo has worked closely with Wakefield EWO and the academy have taken the decision to fast track and fine for holidays in term time from September. The SLA for Wakefield EWO is in place for next year at one day per month. Home visits can be added to this.
- The academy will continue to place good attendance as a priority next year.

Statement of Action

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