



# **The De La Salle Academy**

## **Statement of Action and Support Plan – February 2020 to September 2021**

Following Ofsted inspection on 14 and 15 January 2020

Lead: David Hayes – Principal

**The De La Salle Academy has been judged as inadequate requiring special measures**

Carr Lane East,  
Croxteth,  
Liverpool,  
L11 4SG  
0151 546 3134  
URN: 136409  
Inspection No. 10121997

## Introduction

The De La Salle Academy was inspected on the 14<sup>th</sup> and 15<sup>th</sup> January 2020 and was deemed to be inadequate requiring special measures, in accordance with the Education and Inspection Act. This Statement of Action reflects the Trust's determination to secure further improvements in the academy, to ensure the removal of special measures at the earliest opportunity. This plan has already been initiated and the time frame for improvement will span the period to next inspection, around Spring 2022. Whilst looking to re-inspection within the allocated timeframe, **it is the ambition of leaders and trustees to be able to demonstrate sufficient improvement for the removal of special measures by the start of 2021/22 academic year**. The action plan will operate on a rolling academic year timescale from now and will be reviewed and adjusted accordingly throughout this period.

Since the inspection, leaders have worked closely with School Improvement Liverpool and colleagues from the Edmund Rice network to scope out appropriate support to address the required areas for improvement. An emergency fund bid has been submitted to the DfE. This Statement of Action sets out the intended actions moving forwards.

## Executive Summary and Context of the Academy

In January 2011 De La Salle Humanities College became the De La Salle Academy, under the sponsorship of the Province of Great Britain of the Institute of Brothers of the Christian Schools (The De La Salle Brothers), the Catholic Archdiocese of Liverpool and Hope University. Hope University withdrew as sponsors in 2014.

The De La Salle Academy is a smaller than average 11 – 18 catholic secondary academy for boys, presently only serving 11 – 16. There are **376** students on roll. The PAN is 120 for each year group and 150 in the 6<sup>th</sup> Form. Although presently under subscribed, admissions have been growing over the last four years. The predicted NOR for September 2020 is **400**, potentially rising further in subsequent years.

In June 2013 the inspection judgement was good.

In October 2017 the inspection judgement was inadequate, with serious weakness.

### **Governance and Accountability**

The Statement of Action (SOA) has been prepared by the Principal, with input from the Chair of Governors, senior and middle leaders, the School Improvement Partner (SIP) and wider support partners. The SOA has been approved the Board of Governors.

Accountability and challenge rests with the Board of Governors, who meet six times per year. Following a half term formal review of the SOA by the Senior Leadership Team and the SIP, the Principal will report on progress to the Board of Governors. During each half-term cycle, designated link governors meet with accountable leaders named on the plan to further triangulate and challenge progress. The academy will also be subject to further progress accountability via Local Authority Annual Challenge Board.

In addition, to ensure greater visibility and accountability for progress against implementing the SOA, on a termly basis, the School Council and Parent Forum will be engaged and involved for feedback and challenge as representatives of the beneficiaries of the plan.

The life of the SOA will be from approval by OFSTED through an 18/24 month period, to the anticipated re-inspection around Spring 2022, although in several areas, work started immediately and has already progressed to address areas identified as significant weaknesses in the report.

### **Historic Actions towards School Recovery**

The Principal of 14 years retired from his post in July 2014 and stayed on as Executive Principal until December 2015, whilst the then Vice Principal stepped up to become Acting Principal throughout this time. The new Principal took up his position in January 2016 and a Head of School took up post in September 2016. Since that time the new leaders have been tackling a 'deep routed culture' with widespread challenges and limited resources. An FNTI was issued in July 2017 and removed in November 2019.

Leaders identified the correct areas of weakness faced by the academy and set about an extensive improvements:

- A complete overhaul of the Board of Trustees, which has subsequently been further consolidated at the request of the RSC;
- A restructure of senior and middle leadership, with an ongoing programme of development;
- A restructure of subject areas into broader faculties to support greater teaching and learning collaboration;
- Improved financial and staffing benchmarks in order to become financially stable and viable;
- Implementation of appropriate school systems, such as SIMs and budget systems;
- A full overhaul of the curriculum, following a long term programme of development for middle leaders;
- New Performance Management systems and Quality Assurance monitoring cycle;
- Scrutiny of all internal assessments to ensure rigour, stretch, challenge and accuracy;
- An external review of SEN, attendance and pupil premium;
- A review of the curriculum to provide appropriate time for subjects and to ensure a KS4 pathway to meet Progress 8 requirements;
- A review and overhaul of the Careers Information and Guidance provided for students moving from KS3 to KS4 and KS4 to KS5;
- Paused 6<sup>th</sup> Form provision and ensured that the small number of students were supported on to more appropriate local provision;
- Formal support plans that focus on weaknesses in teaching and learning as well as leadership;
- A comprehensive whole academy package of targeted CPD, focused on the academy priorities;
- Effective links with wider partners including School Improvement Liverpool (SIP), the Archdiocese School Improvement Trust and the Edmund Rice network;
- Development of staff morale and stabilising staffing within a challenging context.

### **The additional support that will be needed to help address the current areas of weakness**

Immediately following the January 2020 Inspection, leaders met with colleagues from the Edmund Rice network and School Improvement Liverpool to identify and discussed required support and an Emergency Fund Bid was written and submitted to the DfE.

The bid includes:

**Knowledge Curriculum**

Strategic leadership support to work alongside senior leaders embedding a knowledge rich curriculum across all areas of the curriculum. This will entail improving teacher subject knowledge through research, sequenced planning, and a focus on vocabulary and school to school support, ensuring teachers can build on pupil knowledge through sequenced planning and use of assessment to identify gaps for sequencing planning.

**Specific subjects**

Regularly planned and implemented support for science, maths, English and Geography to improve quality first teaching and curriculum delivery; support for subject leaders to ensure monitoring leads to improved pupil outcomes.

Mentoring and support for single subject teachers with planning and assessment.

**Quality Assurance**

1. The Emergency Fund will enable external monitoring and validation to monitor progress across the statement of action and validate self-evaluation through a bespoke school review.
2. The Emergency Fund will enable external monitoring and scrutiny of the financial recovery plan to ensure effective integrated curriculum and financial planning.

**Intervention for pupils with SEN, including ASD**

Sharing of best practice and support for the SENCo will be provided by an SEN SLE who is an outstanding practitioner.

**Closing the Gap in Y11**

Rapid acceleration in the current Y11 to address the gaps and promote better progress to raise standards in the core subjects. Expertise and bespoke intervention programmes will support this with tutoring to address interventions.

The external support outlined has been deliberately and carefully planned to develop staff and Trustees in partnership with practitioners from outstanding institutions. All areas outlined above are central features of the SOA.

**Arrangements to inform parents and carers**

Upon release of the final inspection report, on Tuesday 3<sup>rd</sup> March 2020 parents and carers received a direct letter from the Principal and Trustees to inform them of the overall outcome and to signpost them to the academy and Ofsted website to view the full report. The plan is available to parents via the school website, where they will be kept informed of progress via regular updates as well as through social media. To supplement

communication to parents, assemblies will be held for all pupils to highlight positives as well as the future focus. Should any parents have concerns they wish to discuss, they have been invited in for individual meetings with leaders.

### **Scope for becoming part of a Multi Academy Trust**

The Board of Trustees was overhauled in September 2016. From the original three sponsors, only two remain, namely the De La Salle Order and the Catholic Archdiocese of Liverpool. Hope University withdrew in 2014. The present Board of Trustees comprises of De La Salle foundation Trustees, Archdiocesan Trustees and parents. As a Single Academy Trust, leaders have been clear for four years that there is a requirement for significant additional capacity to be brought to the school and the resources for this are currently held by teaching schools and other Academies. Trustees acknowledge that this resource is best brought through exploring all options for joining a **strong** Multi Academy Trust arrangement that would secure long term improvement development as well as supporting Lasallian catholic ethos. The Trust have been in dialogue with the DfE throughout this time but as yet there have been no options available, although strong partnership links are now established with the Edmund Rice network of schools, who are exploring the development of a Lay Trust. It is hoped that DLSA would join this trust, should it be established.

### **Steps to build the capacity of the leadership team, including middle leaders**

The inspection found that *“Leaders and trustees of the school have not demonstrated the capacity to improve the school at the pace required. The changes that they have made have been implemented too slowly”*. This relates specifically to outcomes and attendance over time. The report also recognises the improvements that leaders have made in other areas. It is acknowledged that the pace has been slow, which is inextricably linked to the limited resources available as a small SAT. The emergency fund bid includes additional associate capacity for the senior leadership team, along with weekly SLE support to compliment middle leader development around curriculum implementation. Now that the Financial Notice to Improve has been addressed and lifted, and a Director of Business and Finance appointed, the Principal’s capacity has been greatly enhanced. Moreover, the board of trustees are operating with clear focus and high challenge, chaired by a National Leader of Governance. Additional NLG capacity is being sourced, to further strengthen this position.

## **Monitoring and review of progress**

The Senior Leadership team will RAG rate and comment against actions at least twice every half term. The School SIP and National Leader of Education (NLE) who is leading on the Emergency Fund Bid, will triangulate the SLT review on a half termly basis. This will be on a half termly basis to coincide with Full Governor Body meetings. The Principal will report on progress against the action plan at each meeting, this will be supplemented and triangulated by reports from the SIP and NLE. Governors have been assigned to link areas of the plan and in turn they carry out link visits in between Governing Body meetings. Following Governing Body meetings, the plan will be adapted, and resources realigned, if required.

## **Covid-19**

This plan was written and submitted prior to the Covid-19 pandemic and subsequent school closures. The original plan has now been amended to reflect initial HMI feedback received during closure. In addition, there have been further amendments to reflect the present educational hiatus. As such, whilst there are a number of actions that can be progressed during closure and lockdown, there are many that are dependent on school functioning normally. These actions and timescales will be further reviewed as we head towards re-opening. Moreover, there will be a requirement to revise plans, actions and targets to take into account the period of lost learning and any subsequent transitional plans. Areas of concern include; a transitional curriculum to re-establish routines and gauge knowledge gaps; sufficient guided learning hours available for returning cohorts; national guidance on subsequent national accountability measures.

**Areas for Improvement: What does the academy need to do to improve further?**

<b>What the school needs to do to improve</b>	
<b>Priority 1</b>	Rapidly improve the quality of education so that outcomes for pupils, including disadvantaged pupils, improve quickly.
<b>Priority 2</b>	Rapidly improve pupils' knowledge and skills in mathematics so that they are ready for the next stage of their education, employment or training.
<b>Priority 3</b>	Ensure that the curriculum is consistently well planned, sequenced and implemented so that pupils can learn effectively.
<b>Priority 4</b>	Ensure that the curriculum is well planned for pupils with SEND so that they can catch up with their peers and achieve well.
<b>Priority 5</b>	Ensure that pupils who attend alternative provision are supported to follow the full curriculum and catch up when they return to school.
<b>Priority 6</b>	Rapidly improve pupils' attendance.
<b>Priority 7</b>	Ensure that pupils access an ambitious curriculum that prepares them well for the next stages of their education, employment or training.
<b>Priority 8</b>	Rapidly ensure that pupils receive a good-quality education and that key weaknesses are addressed

## Student Demographics

Year	All Learners					SEN		
	Total	FSM	PP	LAC	EAL	E	K	N
Year 7	87	45	59	0	18	0	11	76
Year 8	82	31	53	0	5	0	19	63
Year 9	82	29	59	0	12	1	8	73
Year 10	63	24	53	0	7	0	12	51
Year 11	62	28	36	0	5	0	7	55
<b>Totals</b>	<b>376</b>	<b>157</b>	<b>260</b>	<b>0</b>	<b>47</b>	<b>1</b>	<b>57</b>	<b>318</b>
%	-	42%	69%	0%	13%	0%	15%	85%

## SEN Breakdown

SEN Code	Students
E	1
K	57
N	318
<b>Grand Total</b>	<b>376</b>

## Ethnic Groups

Ethnicity	%	Learners
White - British	81.12%	305
Any other White background	6.91%	26
Black - African	3.46%	13
Any other Asian background	1.86%	7
Any other Black background	1.60%	6
Any other ethnic group	1.33%	5
Any other mixed background	1.06%	4
White and Black African	0.80%	3
White and Black Caribbean	0.53%	2
White and Asian	0.53%	2
White - Irish	0.27%	1
Traveller of Irish heritage	0.27%	1
Chinese	0.27%	1

Actual 2016- 2017	Actual 2017- 2018	Actual 2018- 2019	Key Performance Indicators*	2020 - 2021	2021 - 2022
-1.33	-0.98	-1.51		<b>Quality of Education</b>	
-1.37	-1.18	-1.94	Progress 8 (Overall)		
-1.57	-1.54	-1.74	Progress 8 (Disadvantaged)		
27.35	29.02	22.89	Progress 8 (SEN)		
23.45	26.89	16.97	Attainment 8 (Overall)		
13.40	16.88	9.00	Attainment 8 (Disadvantaged)		
42.0%	53.0%	38.0%	Attainment 8 (SEN)		
36.0%	33.0%	19.0%	4+ English		
29.0%	35.0%	17.0%	4+ Mathematics		
19.0%	8.0%	4.0%	5+ English		
25.0%	31.0%	15.0%	5+ Mathematics		
14%	8%	4.0%	4+ English and Mathematics		
44%	51%	0%	5+ English and Mathematics		
n/a	2.6	1.8	Percentage entering the English Baccalaureate		
86%	83%*	85%*	English Baccalaureate average point score		
			Percentage staying in education or entering employment after key stage 4		
			<b>Behaviour and Attitudes</b>		
88.8%	89.3%	89.9%	Attendance (All)		
87.1%	87.8%	88.6%	Attendance (Disadvantaged)		
86.4%	86.3%	88.0%	Attendance (SEN)		
37.2%	34.3%	35.9%	Persistent Absence (All)		
43.3%	38.2%	40.2%	Persistent Absence (Disadvantaged)		
44.4%	39.5%	34.6%	Persistent Absence (SEN)		
21.1%	12.1%	7.0%	% enrolments with 1 or more fixed term exclusion		
23.8%	14.9%	9.0%	% enrolments with 1 or more fixed term exclusion (Disadvantaged)		
31.7%	23.7%	15.4%	% enrolments with 1 or more fixed term exclusion (SEN)		
50.5%	30.5%	12.2%	Fixed term exclusions as a percentage of the pupil group (All)		
58.6%	39.8%	15.2%	Fixed term exclusions as a percentage of the pupil group (Disadvantaged)		
79.3%	78.9%	21.2%	Fixed term exclusions as a percentage of the pupil group (SEN)		
			<b>Leadership and Management</b>		
	-	-	Percentage of positive pupil recommendations		
	64.3%	76%	Teaching staff with at least one period of absence		
	5.9	4	Average teacher days lost to absence		
(£190)	(£304)	£179k	Budget outturn	19/20 £84k	
(£42k)	(£213k)	(£34k)	Budget carry forward	19/20 £50k	

\*To be reviewed following national guidance on accountability measures post Covid 19

**Summary Milestones:** NB milestones will be adjusted once school reopens fully

By	Easter 2020	Summer 2020	Christmas 2020	Easter 2021	Summer 2021	Christmas 2021	Easter 2022
<b>We will have</b>	<ul style="list-style-type: none"> <li>Submitted Emergency Fund bid</li> <li>Strengthened governance</li> <li>GIAS up to date</li> <li>Mock data on track for improved outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Statement of Action signed off</li> <li>Emergency fund received</li> <li>Increased capacity</li> <li>SEN review carried out</li> <li>Increased attendance</li> <li>Improved outcomes</li> <li>Positive monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Embedding The DLS Way.</li> <li>Embedding making every lesson count</li> <li>All subjects had SLE support</li> <li>Revived reading</li> <li>Staff attendance stable</li> <li>Positive monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Due diligence with ER Trust complete</li> <li>Increased Y7</li> <li>Attendance improving</li> <li>Outcomes on track to be maintained</li> <li>Positive monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Joined the ER Lay Trust</li> <li>Increased attendance</li> <li>Increased EBacc</li> <li>Maintained outcomes</li> <li>Positive monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Embedded DLS Way</li> <li>Embedded making every lesson count</li> <li>Y11 outcomes improved further.</li> <li>Staff attendance stable</li> <li>Positive monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Increasing attendance</li> <li>Increased Y7</li> <li>Positive inspection</li> </ul>
<b>Are we there?</b>	<ul style="list-style-type: none"> <li>Plan submitted</li> <li>GIAS up to date</li> <li>Mock data demonstrates significant improvement.</li> </ul>						
<b>What do we need to do next?</b>							

## External support to the academy

Name	Role/Institution	Role with DLSA	Time in School	Action	Impact
Jane Holmes (JH)	Principal Officer / School Improvement Liverpool	SIP	Regular contact / ½ term monitoring	Review, monitor, intervene and evaluate the improvements as a member of the project group. Strategically support the Principal/Head of School  Broker support from SIL	SOA targets will be achieved, and impact will be evaluated at key milestone points each term.
Roisin Maguire (RM)	Director of English Schools - Edmund Rice Network	NLE / Member	Regular contact / ½ term monitoring	Commission support from the ER network via an Emergency fund  Challenge and support to the Principal	Fund and support in place  DLS embedded within the ER network
Cath O'Leary (CO'L)	Secondary Schools Officer / Archdiocese of Liverpool	Provide opportunity of wider support	Termly through trustee meetings	Supplement support	Effective and clear support from the Archdiocese as co-sponsor
Delia Byrne (DB)	SLE	Middle leader development with a specific focus on curriculum	Weekly side by side support for middle leaders	Deliver bespoke middle leadership CPD with a focus on developing and securing strong curriculum implementation	Enhanced curriculum implementation and outcomes for students

Sue Nuttall (SN)	SLE SEND	Support for curriculum implementation for SEN pupils	Weekly side by side support for middle leaders	Deliver bespoke CPD with a focus on developing strong curriculum implementation for SEN pupils	Enhanced effectiveness of wave 1 teaching
Pam McClean (PM)	Associate Leader	Additional capacity on the senior leadership team	3 days per week TBC	Lead on DA implementation and impact  Line manage subjects	Enhanced capacity allowing for greater focus on curriculum implementation
Laura Kay (LK)	English Consultant / School Improvement Liverpool	Support for English curriculum development	3 days	Review English curriculum	English implementation in line with academy expectations
Stephanie Lawrence (BS)	Maths Consultant / School Improvement Liverpool	Support for maths intervention	Weekly	Provide targeted small group intervention for Y11	Improved maths outcomes

## Actions to be taken from September 2020 to August 2021

<b>Priority 1: Rapidly improve the quality of education so that outcomes for pupils, including disadvantaged pupils, improve quickly.</b>				<b>Accountable Leader: Principal</b>	
<b>Ofsted said:</b> “Pupils, including those who are disadvantaged, do not learn well. Pupils have underachieved considerably for far too long. As a result, the majority of pupils have not gained the qualifications that they need for the next stages of their education.”					
<b>Targets:</b>					
<ol style="list-style-type: none"> <li>1. All Pupils. These targets will be reviewed and set on reopening.</li> <li>2. DA:</li> <li>3. SEND:</li> <li>4. Y11 2021 70% EBacc entry with 4.0 APS. Destinations 100%</li> </ol>					
<b>Half term review of impact and next steps:</b>					
1. <b>Objective: To maintain the raising attainment drive from 19/20.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Confirm the RSL position as Asc SLT.	Principal. By 04/20	Y11 on track for improved outcomes across the board.		RSL TLR	
b. Carousel revision technique session.	RSL. By 10/20 ongoing through 20/21.	All Y11 have a revision plan and strategies.	Head of School via RAP meetings. Triangulated by the school improvement partners during half term visits. Principal's report to the Governing body.	RSL Time	
c. Parental engagement for non-attendance at revision.	RSL. From 10/20 ongoing through 20/21.	Full backing from all parents. Confident parents.		Parent programme, cited in 8.2.f (£10,000)	
d. Monitor use of online revision apps.	RSL. From 09/20 ongoing through 20/21	All Y11 accessing targeted support apps.		RSL Time	

e. Parental target evening following mocks.	RSL. By 12/20 and repeat 03/21.	All parents attend. All Y11 discussed.		Time RSL and Subject staff directed Time	
f. Increase use of year 11 twitter feed to promote work.	RSL. From reopening and ongoing.	Value of examinations and study is prominent.		RSL Time	
g. Review use of form time for yr11	RSL. From reopening and ongoing.	100% attendance and punctuality.		RSL Time	
<b>Objective 2: To further strengthen the focus on disadvantaged pupils.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Additional leadership capacity for DA students.	Principal. By 09/20	Associate leader in place, leading on DA.	Curriculum Link Governor. Principal's report to Governors. Triangulated by SIP and NLE through half term reviews.	Emergency Fund bid cited in 8.2.d (£12,600)	
b. Carry out a follow up pupil premium review.	Principal. By 12/20 TBC after school reopens.	Clear picture of provision for DA pupils and action plan for next steps.		Emergency Fund bid cited in 8.2.d (£800)	
<b>Objective 3: To maintain improved outcomes beyond 2020.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Collate yr10 predictors prior to June half term.	RSL. By 06/21	Clear picture of Y10 by summer 2021, with intervention plan in place. Y10 on track for improved outcomes across the board	Curriculum Link Governor. Principal's report to Governors. Triangulated by SIP and NLE through half term reviews.	RAP Directed meeting time.	
b. Masterclasses for identified yr10 prior to summer.	RSL. BY 06/21			Subject staff time.	

c. Subject areas to collate gaps from recovery assessment.	Directors of Learning. By 09/20	All Y10 parents clear on the position of their son at the start of the year.		Directors of Learning time.	
d. Parent evening early in September.	RSL. By 09/20			Subject staff directed time.	
<b>Objective 4: To maintain the career stage and leadership CPD drive.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Write the DLSA talent development framework	DH. By 04/20	Clear picture framework of progression for teachers at all levels. All staff engaged.		None – link to supported training.	
b. NPQSL 19/20 to lead whole school change projects.	IM/ML. By 12/20	Leadership profile raised. Change created	Principal's report to Governors. Triangulated by SIP and NLE through half term reviews.	Time  None. NPQ funded.	
c. Identify the next wave of NPQML / SL and sign up to SIL	DH. By 05/20	Staff motivation maintained. Core NPQ group initiating change through greater understanding of leadership			
d. Create leadership research and innovation groups with NPQ and aspirant NPQ	AF. By 03/21			Time	

<b>Priority 2: Rapidly improve pupils' knowledge and skills in mathematics so that they are ready for the next stage of their education, employment or training.</b>				<b>Accountable Leader: Head of School</b>	
<b>Ofsted said:</b> "The proportion of pupils attaining a standard pass in mathematics has declined to an unacceptable level. By the end of key stage 4, the majority of pupils are unable to apply mathematical skills sufficiently well for their age."					
<b>Targets:</b> 1. 2020. Y11 mathematics outcomes 2020 4+ 55%, 5+ 27%. 2. <b>2021 TBC</b>					
<b>Half term review of impact and next steps:</b>					
<b>Objective 1: To develop the leadership of mathematics</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. SLE coaching support for the new subject lead.	Head of School. Support initiated 10/19 to resume straight away after school reopens.	Subject lead judged effective / lead. Student knowledge secure.	Head of School via subject line management. Triangulated by the school improvement partners during half term visits. Principal's report to the Governing body.	SLE costs cited in 8.2.c (£8,500)	
b. Establish school to school support from ER schools. (3a.3.b)	Head of School. Follow up visit from 02/20 to take place after reopening.	Subject staff judged at least effective. Student knowledge secure.		Maths staff cover requirements £1,200	
<b>Objective 2: To enable maths department are fully equipped to take rapid action.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Fully staffed with specialist teachers.	Principal. By 01/20 and maintained.	Stable staffing without absences or no specialist supply		Teacher costs within already set budget.	

b. TA support where required. 4.1.b	Principal. By 09/20	TA deployed with the most need. Low ability students demonstrating greater engagement and knowledge.	Head of School via subject line management. Triangulated by the school improvement partners during half term visits. Principal's report to the Governing body.	TA cost built into 20/21 budget cited in 4.1.b (£20,000)	
c. Enhanced budget for increased resources.	Principal. Initially by 03/20 and secured in budget 07/20	All classrooms fully equipped and maintained.		Interim £2000 uplift. 20/21 budget to £5,000	
<b>Objective 3: To embed wave 1 'quality first teaching' teaching.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Clear cohorts and intervention support plans for low ability.	Head of Maths. To be in place by the end of HT 1 20/21	TAs are supporting low ability catch up in English and maths, supplemented by additional intervention. Gaps closing.	Head of School via subject line management. Triangulated by the school improvement partners during half term visits. Principal's report to the Governing body.	TA deployment costs	
b. Link to 4.3.b. Support the SENDCo with targeted numeracy catch up.	Head of Maths. To be in place by the end of HT 1 20/21	All pupils that are falling behind attend additional time to catch up. All Y7 cohort able to progress to Y8		Numeracy programme costs – supported by catch up grant £?	
<b>Objective 4: To maintain the sharp RAP actions focus on Y11 maths progress.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Dynamic teaching groups maintained.	Head of Maths. Under review from first RAP in 20/21.	Validated data demonstrates that students are on track to achieve target grades	Head of School via subject line management. Triangulated by the school improvement	No cost  PiXL and Tutor Trust fee £3,000	

b. PiXL and Tutor Trust intervention maintained.	Head of School. Under review from first RAP in 20/21.	and improved outcomes.	partners during half term visits. Principal's report to the Governing body.	No cost	
c. SIL support for target group work and moderation	Head of School. Under review from first RAP in 20/21.				

**Objective 5: To improve pupil attitudes to mathematics learning.**

<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Introduce maths focus days.	Head of Maths. By end of HT 3 20/21	Reduced incidents of poor behaviour and referrals.	Head of School via subject line management. Triangulated by the school improvement partners during half term visits. Principal's report to the Governing body.	Cost of any guest speakers – within maths budget.	
b. Take part in national number day and maths party.	Head of Maths. 02/21	Improved maths wellbeing for staff and students.		No cost	
c. Hold maths engagement assemblies.	Head of Maths. By the end of HT 2 20/21	Students demonstrating greater respect to the maths environment.			
d. Classrooms to maintain vibrant displays	Head of Maths. Ready for school re-opening			Materials costs from within maths budget.	

<b>Priority 3: Ensure that the curriculum is consistently well planned, sequenced and implemented so that pupils can learn effectively.</b>				<b>Accountable Leader: Head of School</b>	
<i>Ofsted said: "Although leaders have begun to make changes to the curriculum, it is currently not well planned, sequenced or implemented across a wide range of subjects. Leaders and teachers do not pay sufficient attention to the knowledge that they want pupils to know and remember. As a result, there are wide gaps in pupils' learning. Pupils fail to remember the important knowledge that they need to be successful."</i>					
<b>Targets:</b>					
<ol style="list-style-type: none"> <li>1. Clear sequencing within and across all subjects.</li> <li>2. 100% teachers making every lesson count.</li> <li>3. No gaps in student knowledge.</li> </ol>					
<b>Half term review of impact and next steps:</b>					
<b>Objective 1: To consolidate subject curriculum leadership responsibility.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Review SLT curriculum focus for Deputy Head of School.	Principal and Head of School. By 04/20.	DHOS focus expanded beyond teacher pedagogy development into subject deep dive approach with follow up intervention.	Principal through line management, SLT, extended leadership and subject QA. Triangulated by the SIP and Curriculum Governor. Principal's report to the Governors.	No cost.	
b. Secure subject coordinator roles for single teacher subjects.	Principal. By 07/20	Enhanced leadership and clear accountability expectations on single subjects.		£15,000 for TLRs	
c. Ensure all subjects are staffed with specialists.	Principal. By 07/20	No vacancies or supply.		TES contract. £3,000	

<b>Objective 2: To ensure subject and holistic curriculum sequencing is effective.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Revisit holistic intent for the DLSA context.	Head of School. By 05/20	Key context challenges are fully reflected in the intent.	Principal through line management, SLT, extended leadership and subject QA.	Head of School and Middle Leader time costs.	
b. Review and analyse curriculum sequencing for all subjects. Rewrite where required.	Head of School. Review by 05/20. Rewrite by 07/20	The NC is mapped across all schemes and year groups for a spiral approach.	Triangulated by the SIP, NLE and Curriculum Governor. Principal's report to the Governors.	Head of School and Middle Leader time costs.	
<b>Objective 3: Embed a knowledge rich curriculum in all subjects</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Improve subject teacher knowledge through research and subject links.	Head of School.	Subject implementation gives greater opportunity for students to know more.	Principal through line management, SLT, extended leadership and subject QA.	CPD time costs T	
b. School to school support for key subjects of concern and single teacher subjects.	Head of School. Started 02/20. To be resumed on re-opening. Ongoing through 20/21.	Middle leaders' model and expect more from their curriculum	Triangulated by the SIP and Curriculum Governor. Principal's report to the Governors.	SLE support cited in 8.2c (£8,500)	
c. Developed use of assessment, including CATs to identify gaps and inform planning.	Head of School. Trial run 05/20. Instigate on re-opening (09/20)	Exams embedded from year 7, gaps in knowledge reduces year on year		£1,000 for CATS assessment and reports.	

Objective 4: To maintain challenge and support to subjects of concern.					
Actions	Owner & Timeframe	Success Criteria	Monitoring (Who, How)	Costs	Review Comment
a. English: schemes to be evaluated and re-written for purpose.	Head of School / SIL. By 07/20	SOW allows for knowledge based learning, outcomes improve		SIL Consultant time £TBC	
b. Evaluation of texts being covered in English and change where needed.	Head of School / SIL. By 07/20	English SOW cover the NC requirements		SIL Consultant time £TBC £1,000 book costs	
c. Develop a consistent approach in all science classrooms.	Deputy Head of School. Ongoing from school re-opening (09/20)	Reduced behaviour referrals from science./ engagement in lessons	Principal through line management, SLT, extended leadership and subject QA. Triangulated by the SIP and Curriculum Governor. Principal's report to the Governors.	DHOS Time	
d. Science: map maths skills across all year groups.	Director of Science. By 05/20	Impact of implementation sees confidence and knowledge gaps closing.		Science SLE cited in 8.2.b (£7,000)	
e. Devise assessments which highlight science gaps.	Director of Science. By 06/20.	Gaps are closed quickly, allowing for deeper knowledge to be gained.		Science SLE cited in 8.2.b (£7,000)	
f. Support for geography implementation development	Head of School. By 05/20 – developed on re-opening.	Geography coordinator is linked with a strong external department. Curriculum is well sequenced. Learning is effective.		Curriculum SLE support cited in 1.2.c (£8,500)	

<b>Objective 5: To build on TEEP and develop 'making every lesson count' consistent strategies.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Refocus CPD programme to support MELC development and Wave 1 teaching as top priorities.	Deputy Head of School. Plans in place ready for re-opening.	Common MELC format aligned with TEEP common format. All teachers trained and lessons following the format.	Principal through line management, SLT, extended leadership and subject QA. Triangulated by the SIP and Curriculum Governor. Principal's report to the Governors.	Staff directed CPD time	
b. Purchase the MELC book for all teachers and subject specific books for available subjects.	Deputy Head of School. By 09/20	All teachers read the MELC principles and can articulate.		Books £250	
<b>Objective 6: To further improve quality assurance systems.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Instigate school reviews (1.2.h)	Principal. First review 12/20. Termly thereafter.	SEF and next focus validated and triangulated for governors.	Principal through line management, SLT, extended leadership and subject QA. Triangulated by the SIP and Curriculum Governor. Principal's report to the Governors.	External team cited in 1.2.h (£5,400)	
b. SLT carry out 'deep dive' approach to focus on knowledge sequencing.	Deputy Head of School. First reviews by week 6 20/21	Knowledge development and gaps can be easily articulated by SLT.		SLT time to review and write-up reports	
c. Strengthen line management meetings.	Deputy Head of School. To start immediately when reopen.	Subject drop in between each line management meeting.	Annual cycle of subject QA.	SLT time	

<b>Priority 4: Ensure that the curriculum is well planned for pupils with SEND so that they can catch up with their peers and achieve well.</b>	<b>Accountable Leader: Head of School</b>
---	---

*Ofsted said: The provision for pupils with SEND is ineffective. These pupils do not benefit from a good-quality education. Consequently, pupils with SEND do not have their needs adequately met across many subjects. Their achievement is poor."*

**Targets:**

1. SEND students caught up with their peers, gaps closing.

**Half term review of impact and next steps:**

**Objective 1: To enhance capacity and resources for SEND.**

<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Dedicated SEN admin support for the SENDCo.	Principal. By 03/20	SENDCo time is maximised on student facing activity.	SEND Link Governor. Principal's termly report to Governors, triangulated by SIP, SEN SLE and NLE through HT reviews.	Administrator salary with oc £20,000	
b. Appoint additional TAs for core subject support.	Principal. By 09/20	Students with barriers in these subjects receive targeted support. Gaps closing.		TA x 2 salary with oc £40,000	
c. Secure all due top up and EHC funding.	SENDCo. Ongoing from school reopening	Budget supplemented by c£15k.		(£15,000)	
d. Enhance the SEND resource budget.	Principal. By 06/20.	Budget increased to c£16k. supporting QFT resource.		Extra £3,000	
e. Connect to the SEND 4 Change	Principal. TBA	SEMH students receiving targeted		Time	

programme of work for SEMH		support. Engaged in learning. Gaps closing.			
<b>Objective 2: To embed wave 1 CPD as central focus.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. SEND SLE support working alongside strategic curriculum support to develop SEND planning.	Head of School. Started 10/19. Ongoing when reopen. Ends 07/21.	Weekly mentor support and action plan progressing.		SEND SLE Costs cited in 8.2.e (£4,200)	
b. Review quality first teaching across all subjects. Lead INSET.	SENDCo. Started 11/19. INSET 01/20. Central ongoing focus through 20/21	Clear baseline of QFT across all subjects and groups. Common themes identified. Plan to address.		SENDCo and DHOS protected time	
c. SENDCo / DHOS targeted support for wave 1 development.	SENDCo. All staff at required standard by HT5 20/21.	From baseline, all staff have QFT PM target and those requiring support have a targeted plan.	SEND Link Governor. Principal's termly report to Governors, triangulated by SIP, SEN SLE and NLE through HT reviews.	SENDCo and DHOS protected time.	
d. Introduce SEN boxes in each classroom.	SENDCo. In place by 10/20.	Common resources in each teaching space to support QFT. Students making routine use.		(£3,000 4.1.d)	
e. Review resources and schemes for access and impact.	SENDCo. By 12/20.	The curriculum is equally ambitious for SEN students. They are supported to achieve.		SENDCo time	
f. Identify SEND pupil gaps and instigate	SENDCo. Baseline from reopen – every HT through 20/21	Regular diagnosis and immediate targeted		Extended leadership directed RAP time	

intervention on a termly basis.		intervention is taking place.			
<b>Objective 3: To overhaul the catch-up provision for low ability pupils.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Review processes for supporting those falling behind and catching up in all subjects.	Head of School. By 12/20.	Catch up cohort start during Y6 transition. CATS reintroduced. Rapid identification (link 3b.2.f).	SEND Link Governor. Principal's termly report to Governors, triangulated by SIP, SEN SLE and NLE through HT reviews.	Ongoing cost for package	
b. Y7 English and mathematics catch up led by SEN, supported by subjects.	SENDCo. By 12/20.	TAs are supporting low ability catch up in English and maths, supplemented by additional intervention. Gaps closing.		TA costs cited in 4.1.b (£40,000)	
c. Establish English and mathematics catch up after school / days	Directors of English and maths. By 04/21	All pupils that are falling behind attend additional time to catch up.		Time and staff cost	
<b>Objective 4: To quality assure the impact of SEND action.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Commission a SEND review via local SEND teaching school	Principal. By 06/21.	Governors given a triangulated assessment of improvements being secured and areas for continued focus. SEF validated.	SEN SLE, SIP, NLE. Annual review carried out at the end of 20/21	Review costs cited in 1.2.h (£1,200)	

**Priority 5: Ensure that pupils who attend alternative provision are supported to follow the full curriculum and catch up when they return to school.**

**Accountable Leader: Head of School**

**Ofsted said:** “When pupils are sent to alternative provision for short periods of time, many follow a very narrow curriculum. These pupils do not receive adequate help and support to keep up with the curriculum that other pupils are following back in school. When these pupils return to school, they have missed large chunks of work and do not catch up. As a result, leaders reduce the number of subjects that these pupils study. This does not promote equality of opportunity.”

**Targets:**  
 1. Students only on AP as respite and all catch up quickly on return.

**Half term review of impact and next steps:**

**Objective 1: To keep the use of AEP under review.**

<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Identification of students through graduated response by the start of Y10	Assistant Head of School. Ongoing from 02/20.	AP is only used minimally and as a last resort.	Head of School through pastoral line management meetings.	£50 pd / pp. 19/20 budget £50,000	

**Objective 2: To ensure students attending AEP have a robust curriculum offer in line with DLSA peers.**

<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Collate information from all APs in use regarding courses offered to map students to courses and identify gaps.	Assistant Head of School. Ongoing from school reopening.	Careful matching between student need and AEP offer can take place to prevent further gaps.		AHOS time.	

b. Calendar visits to all AP.	Assistant Head of School. By 07/20.	All students have a DLS learning plan in place, which is monitored regularly.	Head of School through pastoral line management meetings. Principal's termly report to Governors, triangulated by SIP.	AHOS protected time to visit.	
c. Review documentation completed at visits.	Assistant Head of School. Ongoing from school reopening.			AHOS protected time to visit.	
d. Quality assure the curriculum offer in partner AEP providers.	Assistant Head of School. Ongoing from school reopening.	Curriculum implementation mirrors DLSA expectations. No gaps in learning developing.			
e. Develop catch up programmes through online and out of hours programmes.	Assistant Head of School. By 12/20 and used ad hoc as required.	AP students are part of the SEN tracking cohort for gaps (3b.2.f)		Link to existing catch up provision.	
f. Develop a transition curriculum for those returning from AEP.	Assistant Head of School. By 12/20 and used ad hoc as required.	Curriculum time is not limited or further reduced. Time is maximised.		Link to existing catch up provision.	

Priority 6: Rapidly improve pupils' attendance.				Accountable Leader: David Hayes	
<p><b>Ofsted said:</b> "Pupils, especially disadvantaged pupils and pupils with SEND, do not attend school regularly enough. While leaders have tried to improve pupils' attendance, it is still not good enough. The proportion of pupils who are regularly absent from school remains far too high."</p>					
<p><b>Targets: (3d)</b></p> <ol style="list-style-type: none"> <li>92% attendance and 25% PA by the end of 19/20</li> <li>94% attendance and 20% PA by the end of 20/21</li> </ol>					
<p><b>Half term review of impact and next steps:</b></p>					
<p><b>Objective 1: To further strengthen attendance systems</b></p>					
Actions	Owner & Timeframe	Success Criteria	Monitoring (Who, How)	Costs	Review Comment
a. Reschedule wider attendance team meetings in Wednesday cycle.	Principal. First meeting to take place 05/02/20	Team meeting every three weeks. Priority students improving at each meeting.	Attendance link governor on a half term basis ahead of FGB meetings.	Directed meeting time budget.	
b. Change the school day to allow for daily form time.	Principal. Parents consulted by May HT as part of Covid return.	Daily 15 minutes built in for attendance follow up.	Attendance link governor on a half term basis ahead of FGB meetings.	Adjustment to directed time allocation	
c. SLT link and HOY QA form time.	SLT. Once every half term to lead into FGB meetings.	All form tutors following attendance expectations.	Principal. Via SLT SOA review meetings every half term prior to FGB.		
<p><b>Objective 2: To further enhance the high levels of attendance safeguarding</b></p>					
Actions	Owner & Timeframe	Success Criteria	Monitoring (Who, How)	Costs	Review Comment

a. Initiate a programme of targeted home visits for repeat absence.	Attendance Manager. Within two weeks of the start of each half term.	Targeted pupils to receive a visit after two days off, with agreed return date. Broader reduction through programme profile.	Principal. Via twice termly attendance team meetings. Formal report to FGB and triangulated by attendance link governor half term visits.	Attendance Manager protected time. Minibus and driver time and costs.	
<b>Objective 3: To further enhance the challenge and support for PA pupils.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Establish formal attendance support plans for all PA students.	Heads of Year. Every PA pupil to be on a support plan by the end of HT 1 and new PA within one week.	Every PA student in every year has an agreed support plan with academy, pupil and parents.	Principal. Via twice termly attendance team meetings. Formal report to FGB and triangulated by attendance link governor half term visits.	Cover costs if required for HOY to meet with parents.	
b. Initiate and 'Nudge' programme for pupils at risk of PA.	Heads of Year in partnership with Directors of Learning. Programme in place by the end of HT 2.	All PA students receive a personalised text to remind them of their upcoming learning		Meeting time between HOY and DOL to confirm content. Text costs	
<b>Objective 4: To improve the attendance of SEND pupils.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. SENDCo to join attendance and behaviour group	Principal. In place by 05/02/20 meeting.	SENDCo has school wide target cohort of SEN pupils and is tracking their data, alongside progress data. Cohort improving in line with targets.	Principal. Via twice termly attendance team meetings. Formal report to FGB and triangulated by attendance link	Directed meeting time budget.	
b. SENDCo to take responsibility for SEN attendance	Principal. In place after the 05/02/20 meeting.				

c. Attendance to be an integral part of the Plan, Do, Review process	SENDCo. Established for the first reviews during the term 1.	Clear conversations with parents and plans in place.	governor half term visits.	Potential cover costs for PDR meetings with parents.	
<b>Objective 5: To enhance the approach and forensic use of attendance data.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Introduce daily attendance update and revise the weekly dashboard and use for governor reporting.	Principal. By 14/02/20. Present new dashboard to FGB 20/03/20.	Clarity on daily attendance for all and groups. HOY accountable for owning data.		None	
b. Thematic data analysis of attendance reasons by age and stage.	Attendance Manager. Report to be shared at the second attendance meeting every HT.	Every PA students' context is known. Plan written (2.3.a).	Principal. Via twice termly attendance team meetings. Formal report to FGB and triangulated by attendance link governor half term visits.	Attendance Manager protected time to compile strategic reports.	
c. Introduce a detailed half term form report for SLT and Governors.	Attendance Manager. Report to be shared at half termly SLT SOA review meeting.	Clarity for governors. Enhanced dialogue and challenge. Discussed on every agenda.			
d. Identify students from previous year and monitor from day 1.	Attendance Manager with support from HOY. By 1 <sup>st</sup> July.	Immediate PA priority cohort established from the start of the new year. Plans written and agreed (2.3.a).			
<b>Objective 6: To ensure all staff are held accountable for the attendance of all pupils.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>

a. Clarify attendance accountability for all levels of staff.	Principal. Immediately as school restarts as part of initial induction weeks.	Handbook updated and shared. Staff can articulate expectations.	Principal. Through INSET and spot checks.	INSET time allocation.	
b. HOY priority 1: assemblies, mentoring, form tutor accountability with key students.	Heads of Year. Immediately from school restart. First assembly by week 2. By first half term each tutor to have focus pupils.	Weekly year group assemblies. Rolling priority students being mentored. Attendance improves.	SLT Links. QA assemblies.	Directed meeting time budget.	
c. Review and update Form Tutor weekly attendance expectations: (Targets, certificates, points, RTS interviews, form boards).	Form Tutors. From week 1 and maintained on a weekly basis all year.	Every absent student has a FT return to school meeting. All form boards are maintained up to date.	Principal. Via twice termly attendance team meetings. Formal report to FGB and triangulated by attendance link governor half term visits.	Directed meeting and PPA time. Cover time for RTS meetings if required. Resource costs for FT boards £1000.	
d. Introduce HOY mentoring programme for attendance.	By the end of half term 1. Rolling cohort changes every half term.	Every HOY has focus group as identified in the attendance team meetings.		Directed meeting time budget.	

**Objective 7: To step up parental accountability expectations.**

<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Send graduated comparison data home to parents.	Attendance Manager and Principal. Letters sent home at the end of every HT.	Increased parental awareness and dialogue.		Letter costs through direct mail.	
b. Schedule Principal parental meetings	Attendance Manager and Principal. Ongoing throughout the term.	Tired cohorts established. EWO	Principal. Via twice termly attendance team	Principal meeting time.	

prior to EWO involvement.		cohorts reduced by 30%.	meetings. Formal report to FGB and triangulated by attendance link governor half term visits.		
c. Schedule strategic attendance panels with Governors.	Principal and Attendance Link Governor. To coincide with half term link meetings.	Tired cohorts established. EWO fine procedures reduced by 30%.		Attendance Governor meeting time.	
d. Take a hard line on students 'waiting for another school'.	Attendance Manager and Principal. Ad hoc as occurs.	No student remains off whilst waiting for a new school.		None	
e. Introduce blitz days on a ½ term basis.	Attendance Manager with support from SLT and SSPO	High profile with the community. Positive feedback. Students brought into school.		Minibus driver and bus costs. Time to plan route. SLT cover	
<b>Objective 8: To minimise gaps in pupils' work through absence</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Whole school standard approach to first day catch up.	Deputy Head of School. Expectation in place for sharing by 06/20.	No student book has gaps in learning due to absence. Attendance improves for those who had gaps previously.	Principal. Via twice termly attendance team meetings. Formal report to FGB and triangulated by attendance link governor half term visits.	None	
b. Subjects to establish own systems to fill attendance gaps in pupils' work.	Directors of Learning. Systems in place for use by 09/20.			Subject meeting time to plan.	
c. Step up late gate routines and same day detentions for lateness.	Assistant Head of School. System reviewed and revised for use by 09/20.	Percentage of late students and time lost to lateness further reduces from baseline.	SLT through subject QA.	Staff duty time.	

<b>Objective 9: To improve pupil recognition and celebration for positive attendance.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Reintroduce attendance league competition between form groups.	Attendance Manager and Heads of Year. Established immediately from 09/20.	Attendance is a central dialogue across form groups.	Principal. Via twice termly attendance team meetings. Formal report to FGB and triangulated by attendance link governor half term visits.	Total attendance rewards budget of £3000 pa.	
b. Introduce weekly 100% raffle tickets leading to end of term prizes.	Attendance Manager. Recording to start first day of HT 2.	Increase in number of students with 100% weeks.			
c. Create a wall of fame in school, on the website and twitter for weekly 100% recognition.	Attendance Manager and Principal. Ready to be live in the penultimate week of HT 2.	Improving students visible to all, celebrated and changing. Prominent webpage in place. Weekly tweets sent.		Time to create the wall. Website overhaul costs. £5000 tbc.	
d. Send half term praise letters to parents.	Attendance Manager and Principal. Letters sent home at the end of every HT, alongside 7.a.	Letters sent to all students who have either shown positive gains or maintained 100%.		Direct mail letter costs	
<b>Objective: To connect locality strategic partnerships.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Establish contact and PA data share with locality GPs.	Principal and Attendance Manager. First cohort identified 02/20. Follow up cohort ready for school reopening.	Top two surgeries for PA identified and engaged. KS3 Cohort identified, challenged, tracked and improving.	Principal. Via twice termly attendance team meetings. Formal	Principal meeting time with GPs.	

b. Defined attendance focus for the Safer Schools Officer.	Attendance Manager. To coincide with attendance blitz weeks.	SSO to have own priority cohort. Making home visits.	report to FGB and triangulated by attendance link governor half term visits.	SSPO dedicated time 0.2.	
c. Establish a locality based attendance forum.	Principal. Initial discussions HT1. First Forum HT2	Locality attendance strategy in and forum place.		Principal meeting time.	

Priority 7: Ensure that pupils access an ambitious curriculum that prepares them well for the next stages of their education, employment or training.				Accountable Leader: Head of School	
<b>Ofsted said:</b> “Since the previous inspection, the school has suffered from significant financial difficulties that have restricted the subjects on offer to pupils. The curriculum has not been broad and balanced. While art, technology and geography have been reintroduced, there are currently no formal music lessons. Also, pupils currently in Year 11 do not follow an appropriately academic curriculum.”					
<b>Targets:</b>					
<ol style="list-style-type: none"> <li>1. Y11 2021 70% EBacc entry with 4.0 APS.</li> <li>2. Destinations 100%.</li> <li>3. DLSA Curriculum in line with the National Curriculum</li> </ol>					
<b>Half term review of impact and next steps:</b>					
<b>Objective 1: To continue with DLSA curriculum expansion.</b>					
Actions	Owner & Timeframe	Success Criteria	Monitoring (Who, How)	Costs	Review Comment
a. Plan for the reintroduction of music.	Principal. By 09/21.	Broadened offer in line with the NC. Interim plan in place.	Curriculum Link Governor. Principal’s report to Governors, triangulated by the SIP.	Teacher costs £40,000	
<b>Objective 2: To maintain the drive for more pupils to access and take up the EBacc.</b>					
Actions	Owner & Timeframe	Success Criteria	Monitoring (Who, How)	Costs	Review Comment
a. Overhaul Y7 baseline testing to include CATS, NGRT and SATs triangulation.	Head of School. By 09/20.	More precise and triangulated early targeting and intervention from Y7	Principal. Curriculum Link Governor. Principal’s report to	Test cost £2,000	

b. Early identification of target EBacc students.	Raising Standards Leader. Annual by end of HT 1.	Above average Ebacc entry maintained. 70% entry.	Governors, triangulated by the SIP.	RSL Time	
c. Annual Y10 Honours programme cohort.	Raising Standards Leader. Annual by end of HT 1.	Continued pathway for entry into St Edwards 6 <sup>th</sup> Form. Target 15% (8.3.a)		RSL Time	
<b>Objective 3: To maintain subject leader development.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Continual curriculum review through extended leadership (3a.2.b)	Head of School. Started 09/19. Continues through 20/21	Sequencing is coherent. Assessment demonstrating increasingly secure knowledge. Gaps reducing.	Principal. Curriculum Link Governor. Principal's report to Governors, triangulated by the SIP.	SLE support costs cited in 8.2.b	
<b>Objective 4: To improve the aspirations programme.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Introduce work experience for all year 10.	Raising Standards Leader and Head of Y10	100% of Y10 take up work experience. All Gatsby benchmarks maintained.		Administration and insurance fee £7,000	
b. Subjects to make explicit links in lessons to careers.	Careers Leader and Directors of Learning. By 07/20. Ongoing review.	Careers dialogue evident in planning and lesson content. Students able to articulate for each subject.	Principal. Curriculum Link Governor. Principal's report to Governors, triangulated by the SIP.	Time	
c. Career assemblies from year 8.	Careers Leader. By 01/21.	Students able to articulate from earlier		Time	

d. Career 'lessons' during form time.	Careers Leader. By 01/21.	stage what their compelling career aspirations may be.		Time	
e. Increase visits to universities.	Careers Leader. By 06/21.	Ebacc entry maintained. Greater student ambition for higher study.		Transport costs. £5,000	
<b>Objective 5: To achieve Reading Quality Mark Gold.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Enhance reading resources.	Reading Leader. By 10/20.	Standing item on extended leadership.		Book costs. £2,000	
b. Plan set time for DEAR.	Reading Leader. By 10/20.	High quality books are available to all students through an improved library.	Principal. Curriculum Link Governor.	Time	
c. Ensure all students who require are engaged in reading catch up. Link 4.3	Reading Leader. By 11/20.	Reading for pleasure is visible. RQM Gold achieved.	Principal's report to Governors, triangulated by the SIP.	Catch up resources. 4.3.	

<b>Priority 8: Rapidly ensure that pupils receive a good-quality education and that key weaknesses are addressed</b>	<b>Accountable Leader: David Hayes</b>
--	--

**Ofsted said:** *“Leaders and trustees of the school have not demonstrated the capacity to improve the school at the pace required. The changes that they have made have been implemented too slowly. Leaders at all levels have failed to address many of the areas for improvement left at the last inspection. As a result, pupils have experienced a poor-quality education for far too long. They have underachieved significantly.”*

**Targets:**  
 Increase capacity and secure the future of DLSA through:  
 1. Removal of Special Measures – ready by 09/21  
 2. Joining the Edmund Rice Lay Trust by 09/21  
 3. Increasing admissions to 100 by 09/21

**Half term review of impact and next steps:**

**Objective 1: To maintain the strong focus on governance**

Actions	Owner & Timeframe	Success Criteria	Monitoring (Who, How)	Costs	Review Comment
a. Strengthen the membership through the Edmund Rice partnership.	Principal. By 02/20	3/3 DLS member positions filled.	The Governing Body to monitor completion of actions at each FGB meeting. Completed actions kept under scrutiny by the RSC’s office during annual Trust review.	Time for member to attend meetings.	
b. Fill the one present DLS governor vacancy.	Principal. By 05/20	5/5 DLS governor positions filled.		Time for Governor meetings	
c. Maintain an up to date skills audit.	Chair of Governors. By 05/20. Maintain review.	Balance of required skills, especially secondary experience.		Clerk costs for collation.	

d. Maintain compliance with GIAS and website.	Principal's PA. By 01/20 and update as required.	GIAS and website correlate and comply with para 70 of the Governors Handbook.		None	
e. Ensure all link visits are taking place, are robust and actions fed back to the board.	Chair of Governors. At every half term FGB meeting.	Every subject and key area has been reviewed and discussed by the board of governors.		Time for Governors to complete visits and report. Staff cover costs if required.	

**Objective 2: To enhance Trust capacity through a DfE emergency fund bid.**

<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Project Management and brokering of additional support.	National Leader of Excellence. In place for school reopening.	£73,700 secured and support in place. All support deployed and meeting all KPIs.		NLE costs at £500 pd x 12 £6,000.	
b. Leadership support for the science department.	Principal. Initial support to resume when reopen.	1 day per fortnight support. Science outcomes improve, especially higher grades.		SLE cost at £350 pd x 20 days. £7,000	
c. Specific subject intervention and support.	Principal and Head of School. Initial support to resume when open.	Maths, English and Geography have strengthened curriculum implementation.	Principal. Formal report to FGB every half term. Triangulated by the School Improvement Partner and National Leader of Excellence.	SLE cost at £350 pd x 20 days. £7,000	
d. Enhance Senior Leader Capacity.	Principal. In place for school reopening.	1 additional member of SLT. DA impact improving.	Emergency Fund Bid KPIs reviewed by the RSC at the end of the fund cycle.	SLE cost at £350 pd x 36 days. £12,600	
e. Support for the SENCo				SLE cost at £350 pd x 12 days. £4,200	

f. Strengthening families course for parental engagement.	Principal. Initial support to resume when reopen.  National Leader of Excellence. To start in HT 1.	Wave 1 QFT teaching improving with all teachers.  Increased attendance at parents evening. Increased independent study output and improved student organisation.		Package cost of £10,000	
g. Intervention programme to close the Y11 gap.				Package cost of £20,000	
h. Half termly school and annual school reviews	Head of School. To resume when school reopens.  Principal First review at the end of HT 1.	Improved GCSE outcomes, especially for DA and high ability.  Governors given a triangulated assessment of improvements being secured and areas for continued focus. SEF validated.		NLE cost of £600 pd x 12 days. £3,600	
<b>Objective 3: To secure the future of DLSA by joining the Edmund Rice Lay Trust.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Expand school level partnership with St Edwards.	Principal. Started 09/19. To continue into 20/21.	HAPs programme and science support in place. Target 15% Y11 applying to St Edwards 6 <sup>th</sup> .	Principal. Formal report to FGB every half term. Triangulated by the School Improvement Partner and National Leader of Excellence. Emergency Fund Bid KPIs reviewed by the	Cost of SLE support cited above in 2.b. (£7,000)	
b. Mitigate any due diligence concerns.	Principal. Ongoing from 02/20. Complete by 08/21.	School improvement plan having an impact. Viable budget.		Principal and Business Manager Time. EF bid cited above in 2. (£73,700)  Principal and NLE time.	

c. Establish a transitional plan to join a MAT.	Principal. In place by 07/20.	Clear plan A in place with alternate plan B, with clear milestones towards joining a MAT.	RSC at the end of the fund cycle.		
<b>Objective 4: To develop a parental engagement and recruitment strategy.</b>					
<b>Actions</b>	<b>Owner &amp; Timeframe</b>	<b>Success Criteria</b>	<b>Monitoring (Who, How)</b>	<b>Costs</b>	<b>Review Comment</b>
a. Plan 1.2.f 'Strengthening families' course to include transition focus.	Deputy Head of School. Plan to be in place as school reopens.	2020: 85 Y7 2021 onwards 100 Y7. Secondary ready programme in place and delivered in target primaries, supported by secondary parents.		Deputy Head of School and National Leader of Excellence time. Cited cost in 8.2.f (£10,000)	
b. Reassign transition leadership in SLT and revise transition plan	Principal. By 05/20.	DHOS now leads on transition. Clear A,B,C schools with targeted engagement. USP defined.	Principal. Formal report to FGB every half term. Triangulated by the School Improvement Partner and National Leader of Excellence.	Deputy Head of School Time and cover	
c. Utilise local influence to support communication.	Principal and Deputy Head of School. Ongoing.	DH / MB met with all key local influencers, including all target headteachers.	Emergency Fund Bid KPIs reviewed by the RSC at the end of the fund cycle.	Principal and Deputy Head of School Time	
d. Continue with open forum events for existing and new parents.	Principal. First event early in HT 2.	Additional 5 families at each event from the baseline of 10. PTA established. At least 100 families attend transition / open events.		SLT time for evening meetings.	
<b>Objective 5: To establish a 'total behaviour culture', building on inspection strengths.</b>					

Actions	Owner & Timeframe	Success Criteria	Monitoring (Who, How)	Costs	Review Comment
<p>a. Reinforce the behaviour norm for the entire day through 'The De La Salle way'.</p>	<p>Assistant Head of School, supported by the full SLT. Expectations, in place and shared with staff ahead of reopening. All pupils drilled in expectations from the start of reopening and continually reinforced.</p> <p>Guidance and new expectations signed off by all parents by the end of HT 1.</p>	<p>Exclusions below national. The 'De La Salle Way' is fully scripted out for students, staff and families.</p> <ul style="list-style-type: none"> <li>• Unstructured times and transitions are calm,</li> <li>• All boys are fully equipped,</li> <li>• Minor lesson disruption eradicated,</li> <li>• All lessons start promptly and without disruption,</li> <li>• Staff wellbeing enhanced.</li> <li>• More time gained through less reaction.</li> </ul>	<p>Principal. Formal report to FGB every half term. Triangulated by the School Improvement Partner and National Leader of Excellence. Emergency Fund Bid KPIs reviewed by the RSC at the end of the fund cycle.</p>	<p>Time for Assistant Head of School to write the 'DLS Way'. Then time to launch with staff, pupils and parents.</p>	