Statement of Action: Yarnfield Primary School

Trust Overview

Criteria	Trust Response

The action the Trust has taken so far	1. **Immediate safeguarding review (external) undertaken at Yarnfield and across the Trust since the inspection.** Other actions as follows:
	• Revisit **SCR Training** Thursday 15th June – SCR Admin lead, Principals, DSL, Safeguarding lead Councillors
	• Safer Recruitment Training for all Trust leaders who require it - Thursday 25th May
	• External reviews by national safeguarding expert Andrew Hall:
	      o 6th July Oaklands
	      o 7th July Erdington Hall
	      o Ninestiles 7th/8th September
	      o Lyndon 13th/14th September
	      o Cockshut Hill 19th/20th September
	• **DSL Networks amendments** to practice put in place:
	    b. SLT Member to be in attendance
	    c. DCEO/CEO to attend all meetings
	    d. Policy update to be led through this group and completed by July 12th meeting to include revamped front page and additional guidance
	    e. Minutes sent to principals to share at SLT – please check against actions
	• Area Safeguarding meetings run by Birmingham Safeguarding Board must be attended by DSL or Deputy DSL
	• Website Safeguarding Tab added to school pages; holds all policy information; provides opportunity to post guidance for staff and parents and links to websites
	• Acceptable usage policy updated; ICT team adding policy statement to all iPads, tablets and desktops
	• Safeguarding added to all agendas across all schools
	
	Other support:
	
	2. Additional Vice Principal and Assistant Principal (SLE Early Years) provided to boost leadership from September 2016
	3. **Project X Code Every Child Counts Edge Hill University -** Two full days training for TAs with English lead attending for day one. PXC now running from Y2 to Y5. Baseline data collected and interim review of impact to date planned for June 14th.
	
	4. **Pirate Writing Crew Every Child Counts Edge Hill University** In place in Yarnfield in Year 3 and 4. Having a marked impact on writing outcomes. Evidence in books and from observations.
	5. **Talk for Writing** (T4W) in place from September 2017. Curriculum mapping and review for 2017-8 provision.

	6. **Transforming Reading Project 2017-2018 – all primary Trust** schools are part of a year-long project – Transforming Reading Project led by T4W and 2 'Outstanding' schools in the city, St Matthew's and Yewtree. Reading progress is improving – evaluation and analysis to follow outcomes in July. 7. **Action plan for school improvement created by CEO (ex SHMI) for Principal and school leaders.** Bespoke work on strategic leadership of improvement with SLT at Yarnfield. 8. **External SEND review** for all schools within the Trust, including Yarnfield, commissioned from Ex-HMI, Ofsted National Lead for SEND 6-8 June
The additional support the Trust will commission to help the school address the areas of weakness identified by Ofsted	• Plans already in place to commission support with teaching of mathematics and writing • Visit on 27 June to outstanding schools in London MAT (Boleyn) to focus on progress of Years 3-4 and Early Years • External EY/Primary expert (current OI) brokered for 4 days' support across the Trust autumn term • External review of governance following restructure
What arrangements the Trust has made to inform parents and carers about the actions planned for the school, and how it will gather and take into account their views	• Letter to parents following the publication of the inspection report • Meeting with parents on Monday 5 June at the school by CEO; DCEO of the Trust and Principal of Yarnfield • Parent champion appointed to collect parent views on a termly basis • Newsletter reporting progress to parents to be published ½ termly • Termly meetings with parent group from September 2017; online questionnaire for parents on a termly basis reviewed by SLT, Trust leadership team and Trustees
What specific steps are needed to build the leadership and management capacity of the school, including at middle management level	• Close analysis of current leadership capacity, identifying strengths and weaknesses at all levels. Identification of training needs for all leaders; implementation of training and review of impact on leadership at all levels • Short term action plan for Principal linked to tangible, short term improvements, overseen by DCEO and CEO. • Coaching and joint action planning for school Senior Team with CEO • Use of granular action plan to include all members of school community, with timed, sharp and measurable targets
Whether there is scope for partner organisations to be brought in to support the school (including other schools, trusts, colleges, or non-educational organisations), and how this collaboration will be facilitated	• Use of strong leaders from across the Trust to coach and mentor leaders; for example, SLEs to support enhance teacher subject knowledge and pedagogy • Continued strategic use of external programmes such as 'First 4 Maths' with adaptations and increased rigour in monitoring of impact • Establish external (to the Trust) good/outstanding partner for the school to support internal reviews, coaching and mentoring • CEO/DCEO will use leadership analysis (see above) to broker finely tuned support from within and outside the Trust as appropriate

The scope for the school to be closed or federated, taking into account the number of surplus places in better-performing local schools, and – if such a course of action is appropriate – when this might happen	This action is not appropriate. The school will remain in the Ninestiles Academy Trust. The RSC considers that the Trust, under new leadership, has the capacity to rapidly improve the school. The report noted that several initiatives had taken effect and had a positive impact, but that the pace of improvement was too slow.

Detailed Action Plan

INTRODUCTION	
Ofsted Key Areas for Improvement	**Priority 1 Improve leadership and management by making sure:** 1) leaders have greater oversight of safeguarding procedures and ensure that actions taken to remedy recent weaknesses are maintained 2) teachers have continued high quality training and support to help them address the significant legacy of underachievement 3) the trust and trust councillors are provided with accurate information about rates of progress and better hold leaders to account for standards across the school 4) teachers' planning of the wider curriculum provides pupils with challenge and opportunities to acquire skills, knowledge and understanding across a wide range of subjects, particularly in science 5) leaders further monitor the effectiveness of the school's work to promote pupils' understanding of fundamental British values. **Priority 2 Improve teaching, learning and assessment by ensuring:** 1) teachers have strong subject knowledge that allows them to fully address the gaps in pupils' spelling, punctuation and grammar skills 2) teachers' planning better meets the needs of pupils, including those who have special educational needs and/or disabilities, particularly in mathematics 3) assessment systems develop so that leaders and teachers can accurately monitor rates of progress and respond accordingly to any trends 4) leaders and teachers work together to further moderate the judgements made about pupils' learning. **Priority 3 Improve personal development, welfare and behaviour by ensuring:** 1) adults offer greater support and guidance to pupils at lunchtime 2) pupils are supported further to take responsibility for their behaviour when not in lessons 3) leaders monitor any incidents of poor behaviour with greater precision and agree actions in response to their findings.

Priority 1 Improve leadership and management by making sure:

Specific Targets:
1. leaders have greater oversight of safeguarding procedures and ensure that actions taken to remedy recent weaknesses are maintained
   a) Trust and school processes for safeguarding are clarified and followed; quality assurance and monitoring processes are in place
2. teachers have continued high quality training and support to help them address the significant legacy of underachievement
   a) Leaders plan bespoke training to identify precise needs and measure impact rigorously to ensure value for money
3. the trust and trust councillors are provided with accurate information about rates of progress and better hold leaders to account for standards across the school
   a) Leaders implement and use assessment systems so that they know clearly how all pupils, and groups, are progressing across the school and in all subjects
   b) Trustees and councillors hold leaders to account robustly and check out/validate the evidence provided by leaders first hand
4. teachers' planning of the wider curriculum provides pupils with challenge and opportunities to acquire skills, knowledge and understanding across a wide range of subjects, particularly in science
   a) Leaders develop and implement the wider curriculum in all subjects, matched by clear assessment systems to track pupils' progress
5. leaders further monitor the effectiveness of the school's work to promote pupils' understanding of fundamental British values.
   a) Leaders devise a matrix of provision for FBV across the school, year groups and subjects, to identify any gaps; plan full coverage in all curriculum areas and ex-curriculum

	Actions to be taken	Lead	Start date – Complete	Resources Required	Success Criteria	Monitoring, QA & Evaluation Who, When & How
1a	➢ Trust review of all safeguarding practices and processes and amendments to policies where required and brokering of immediate external safeguarding review ➢ Principal to devise monitoring and checking schedule for all aspects in school and deliver full report to Academy Council and Trustees at termly meetings ➢ Principal to consider what elements comprise a high-level culture of safeguarding and plan and implement these across the school ➢ Leaders to clarify assessment objectives, identify assessment training needs across the school and implement training; ensure that the progress for all groups is tracked in all year groups and subjects with appropriate evidence, and reported clearly to councillors and trustees ➢ Councillors and trustees to ensure safeguarding is an item on agenda for each meeting for challenge and discussion; councillors meet termly with Principal in school to review SCR and other safeguarding practices first hand	DCEO Principal " " AC	April/May 2017 May 2017 From May 2017	Time; external safeguarding review ££	External review shows all safeguarding practices are sound and internal checking procedures are robust. All principals clear on how to create a **'Ninestiles safeguarding plus'** culture of safeguarding.	Trustees May and July 2017; report to Board

2a	➢ See 1a below in TLA objective					
3a	➢ Leaders implement and use assessment systems so that they know clearly how all pupils, and groups, are progressing across the school and in all subjects. Internal support from schools within the trust and from DCEO.	Principal	Planning from June 2017 for implementation September 2017. Accurate progress information gathered from October 2017, collated and analysed to ensure accurate progress tracking.	Time for planning and training.	New system in place; progress tracking matches scrutiny of pupil work in books and teaching and learning observations	CEO/DCEO termly check; Newsletter to parents termly.
	➢ Trustees and councillors hold leaders to account robustly and check out/validate the evidence provided by leaders first hand	AC members (trained by CEO/DCEO) BoTs			Accurate and clear evidence presented to AC and BoT meetings; termly visits to school by nominated Councillor to cross check evidence	AC termly check; BoTs termly check
4a	➢ Leaders plan relevant curriculum, matched by appropriate training for teachers, and plan curriculum from September 2017 to include all subjects. Leaders decide how to use assessment system to track progress of pupils in all subjects so that underperformance can be sharply identified and addressed. Councillors and trustees to review plan in July 2017 and at December 2017.	Principal	Planning from May 2017; implementation of curriculum in September 2017; plan for assessment system complete by	Planning and preparation time	Curriculum plan in place and approved by AC and trustees. Assessment system in place and agreed by	DCEO check curriculum July 2017; CEO/DCEO check implementation and assessment of

			and reviewed by AC in July 2017.		DCEO and trustees.	curriculum March 2018
	➢ Leaders collate a matrix of all FBV provision across the school and subjects and cross-reference with the DfE guidance on SMS for maintained schools and with the DfE guidance for independent schools and academies 'Improving SMSC development for pupils'. Leaders then identify gaps and plan strategically to address these, clearly identifying where, when and how. Appropriate training is given to all teachers and members of staff.	VP	Matrix completed by July 2107. Gap analysis and strategic plan informing how to address these in place by September 2017.	Planning and preparation time	FBV coverage sound across school; pupils are clear about what this means and how to articulate it.	Matrix presented to AC meeting autumn term 2017; ACs visit school to interview pupils and check provision

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<tr><td><u>**Priority 2**</u>

Improve teaching, learning and assessment by ensuring:</td></tr>
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Specific Targets:

1. teachers have strong subject knowledge that allows them to fully address the gaps in pupils' spelling, punctuation and grammar skills
   a) *leaders devise competency matrix of all teachers' subject specific skills and deficits. Leaders draw up strategic plan for bespoke training to address deficits, making full use of Trust resources to do so. Matrix reviewed by leaders, councillor and trustees in December 2017; April 2018 and cross-matched against progress data.*
2. teachers' planning better meets the needs of pupils, including those who have special educational needs and/or disabilities, particularly in mathematics
   a) *leaders organise and ensure training for all staff on appropriate pedagogy for different groups of pupils, particularly in mathematics. This to include bespoke training for teaches on linking planning securely to pedagogy required in lessons.*
3. assessment systems develop so that leaders and teachers can accurately monitor rates of progress and respond accordingly to any trends
   a) *Principal ensures clarity from all staff around use of 'formative' or teacher responsive assessment and summative analytical assessment. Summative assessment analysis is used to clearly identify the progress and attainment of groups of pupils in all year groups, and overall.*
4. leaders and teachers work together to further moderate the judgements made about pupils' learning.

Actions to be taken	Lead	Start date – Complete	Resources Required	Success Criteria	Monitoring, QA & Evaluation Who, When & How
1. a) Leaders devise competency matrix of all teachers' subject specific skills and deficits. Leaders draw up strategic plan for bespoke training to address deficits, making full use of Trust resources to do so. Matrix reviewed by leaders, councillor and trustees in December 2017; April 2018 and cross-matched against progress data.	Principal	May 2017; complete matrix early June 2017; strategic plan completed mid-June with planning in place for training complete by end June 2017 and begun by July 2017.	Time; trust support for subject knowledge development, e.g. Secondary subject specialist time for training primary colleagues	All teachers have secure subject knowledge in all subjects sufficient to teach to a good level and ensure all pupils make good progress from their starting points.	Academy Council and trustees; AC meeting June 2017 to review action plan; review of action plan by Board or Trustees July 2017. CEO/DCEO check matrix completion July 2017 with training action plan to be put in place September 2017. Reviews October and December 2017 by CEO/DCEO and AC. Report to parents December 2017 on progress to targets.
2. a) Using skills matrix above, leaders organise and ensure training for all staff on appropriate pedagogy for different groups of pupils, particularly SEND and in mathematics. This to include bespoke	VPs	Planning for training completed by end June 2017 and in	Time; trust support for SEND support and maths support;	Regular planning reviews clearly show teachers' identification of, and addressing needs of SEND pupils, and other groups, particularly in mathematics. SEND pupils' progress from starting points is, by	Principal; AC; trustees; DCEO – training plan in place for implementation September 2017. Termly checks by CEO, AC, Board of Trustees

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training for teaches on linking planning securely to pedagogy required in lessons.		place by July 2017. SEND review to take place summer 2017.	external SEND trust review planned for summer 2017 by ex-HMI Ofsted National Lead SEND	September 2018, in line with other pupils nationally.	
3 a) Principal ensures clarity from all staff around use of 'formative' or teacher responsive assessment and summative analytical assessment. Summative assessment analysis is used to clearly identify the progress and attainment of groups of pupils in all year groups, and overall.	Principal	System clarification May 2017; all staff clear about system from September 2017.	Time; trust support for principal	Assessment systems in place linked to clear and accurate assessment by teachers. Leaders able to monitor progress of groups accurately and report back to ACs and trustees with clear and coherent information.	AC; trustees; DCEO Implementation of coherent system in place for September 2017. Coaching for Principal in place from July 2017. Termly checks by AC/BoTs; CEO/DCEO
4 Leaders plan cross-trust and trust-external moderation to ensure accuracy of assessment and identification of underachievement.	VP TLA	Moderation planned and in calendar for academic year 09/17.	Time	Internal and external moderation sessions in calendar; internal assessment becomes more accurate and reflects work in books and lessons, and external testing, when triangulated. Pupils show progress at least in line with others nationally in June 2018 tests.	Principal; AC; trustees DCEO reviews termly moderation outcomes December 17; April 18; July 2018. Report to BoTs. Reports to parents 12/17; 04/18; 07/18

Priority 3

3 Improve personal development, welfare and behaviour by ensuring:

Specific Targets:
1. adults offer greater support and guidance to pupils at lunchtime
a) *leaders evaluate precisely what the issues are in terms of adult supervision at break and lunchtime and draw up improvement plans accordingly; adjust behaviour management policy and procedure as required*
b) *lunchtime supervisors are further trained in behaviour management*

c) *pupil voice is used to inform supply of more engaging activities in social time*
2. pupils are supported further to take responsibility for their behaviour when not in lessons
a) leaders review the provision for pastoral support during unstructured time and modify practice accordingly
3. leaders monitor any incidents of poor behaviour with greater precision and agree actions in response to their findings
a) Tighter systems are put in place for monitoring incidents of poor behaviour, including analysis of vulnerable groups.

Actions to be taken	Lead	Start date – Complete	Resources Required	Success Criteria	Monitoring, QA & Evaluation Who, When & How
1. a) leaders evaluate precisely what the issues are in terms of adult supervision at break and lunchtime and draw up improvement plans accordingly; adjust behaviour management policy and procedure as required b) lunchtime supervisors are further trained in behaviour management c) pupil voice is used to inform supply of more engaging activities in social time	Principal	May 2017; issues identified by mid-June 2017;	Time; training and support for lunchtime supervisors; trust to put together primary charter for lunch supervision standards using published national professional standards; leaders meet with pupil voice reps to discuss plans for further engagement and put in place	Lunchtime supervisors are trained and are meeting trust standards; assessed by leaders across trust primary schools to meet requirements of trust charter Meeting with pupil voice reps has considered aspects of pupil engagement at social time and implemented any identified changes	AC; trustees; DCEO
2. a) Leaders review the provision for pastoral support during unstructured time and modify practice accordingly	Principal	Review completed by mid-June	Time; training and support for pastoral team	Pupil behaviour at social times is exemplary by December 2017, supported by consistent and well-trained supervisory staff.	AC; trustees; DCEO check review completed July 2017; check implementation of practice changes December 2017; behaviour review January 2018
3. a) Tighter systems are put in place for monitoring incidents of poor		May 2017	Time	Incidents of poor behaviour are reducing each term as a result of effective	Principal; DCEO – check behaviour logs; exclusion rates; sanction and

behaviour, including analysis of vulnerable groups.	VP (Inclusion)			intervention work to support vulnerable pupils	rewards logs; track improvements for termly presentation to AC and Trustees; report back to parents in termly newsletter