



Woodlands Academy

Statement of Action and Support Plan – November 2021 to July 2022

Following Ofsted's Inspection of the school – 16,17 and 18th November 2021

Headteacher – Carl Smith (New in post December 2021)

Woodlands Academy has been judged as inadequate requiring special measures



Introduction

Woodlands Academy was inspected by Ofsted between the 16th and 18th November and was judged to be inadequate and requiring special measures. This Statement of Action details the Trusts plan to secure rapid and sustained improvement at Woodlands. The development plan below was initiated immediately after the Ofsted visit. The newly appointed Headteacher has been working closely with Trust Leaders to ensure that the school has capacity to move out of special measures at the earliest opportunity. As a Trust, we are extremely disappointed with the outcome of this inspection, but accept the conclusions reached and judgements made.

We are committed to working in close partnership with parents/carers, Ofsted, the DfE, Local Authority and the community to restore confidence in the work of the school and its ability to provide an outstanding quality of education for our pupils.

Context

Woodlands Academy is a specialist school for pupils with Social Emotional and Mental Health needs. The school caters for pupils aged from 11 – 16. There are currently 65 pupils on school roll.

One of the key contributing factors to the school's decline was the depleted staffing levels. Prior to the inspection, the Trust had been exploring all options to resolve this issue and had communicated our challenges around this to the Department for Education. Since the inspection, staffing levels have now increased.



Immediate response

Following the Ofsted visit the Trust has immediately begun to address the concerns raised in the report around safeguarding, this includes taking swift and decisive action to appoint a highly experienced Head Teacher with a successful track record of working with pupils with Social Emotional and Mental Health needs. In addition, a new leadership team has been established and will work with both the Head Teacher and Trust leadership to address all improvement priorities identified in the development plan below.

Governance and Accountability

The Statement of Action has been prepared by the new Headteacher and the Trust Director of School Support and Growth, with input from the Trust's Executive Leadership Team as well as the Chair of the Local School's Board. The statement of Action has been approved by the Trust board.

The Trust has assigned a member of its Leadership Team to support the new Headteacher on a weekly basis. The Director of School Support and Growth will hold the Headteacher to account for progress against the action plan. Monthly review meetings of progress against the statement of action will be chaired by the Director of School Support and Growth with a report being generated and presented to the Trustees and Local Schools Board (LSB) members. During each half term a member of the LSB will meet with leaders who are accountable for the development plan to ensure robust support and challenge for the school.



In addition, to ensure greater accountability for progress against the statement of action, on a termly basis, the School Council will be given the opportunity to support and challenge leaders on the school's progress.

Arrangements to inform parents and carers

Following the release of the final inspection report, on Friday 21st January 2022, parents and carers received a letter from the Trust to inform them of the overall outcome and provide them with a copy of the final report. The Statement of Action will be available to parents via the school website (upon approval from Ofsted), where they will be kept informed of progress via regular updates.

Parents will also be invited to a meeting where the new Headteacher will present the Action plan for the school and allow time for parents to ask any questions about the inspection or the proposals to implement immediate improvement.

Monitoring and review of progress

The Senior Leadership Team will RAG rate and comment against actions at least twice every half term. Governors have been assigned to areas of the plan and will undertake visits to school in between Governing Body meetings to review progress.

Additional Resources and Costs

Immediately following the Inspection the Trust ensured a significant amount of human resource was available to support the school. From November 19th 2021 – January 21st 2022 3 members of the Executive Leadership Team were present in the school every day to offer support and ensure that rapid improvement in safeguarding procedures and behaviour took



place. Following the appointment of the new Leadership Team the Trust Leaders have been on a phased exit from day to day support at school. A high level of monitoring remains in place and this is undertaken by the DSSG and DE (1 day a week each) until the end of the academic year where it will be reviewed.

The Trust has also agreed a £70,000 increase in the school budget from Trust reserves to ensure that the school has the resource to make rapid and sustained improvement. Alongside this investment the Trust has also released a further £114,536 capital funding to install a new gate and fencing around the perimeter of school to prevent absconding.

Trust support provided to the Academy

Name	Role	Role supporting Woodlands	Allocated time at Woodlands	Action	Impact
Peter Bell	Chief Executive officer (CEO)	Reporting progress of Woodlands to the Trust Board and holding improvement partners to account	Monthly review of school progress	Review of school improvement partners effectiveness in supporting the school	Statement of action targets will be achieved.
Improvement Partners					
James Ellis	Director of School Support and Growth – CIT	Overall School improvement partner and New Headteachers Line Manger	1 day a week And Formal Monthly monitoring	Review, monitor, intervene and evaluate the improvements as a member of the project group.	Statement of Action targets will be achieved, and impact will be evaluated at key milestone points each month.

	(DSSG)	Chairing the Formal Monthly review meetings Trust monitoring of targets 3,4 and 6		Strategically support the Headteacher	
Claire Buffham	Director of Education Special – CIT (DE)	Overall school improvement partner Trust monitoring of targets 1,2 and 5	1 day a week And Monthly monitoring	Provide leadership support focusing on securing strong curriculum Intent, Implementation and Impact Review, monitor, intervene and evaluate the improvements as a member of the project group.	Statement of Action targets will be achieved, and impact will be evaluated at key milestone points each month.
Targeted support					
Ann White	Director of Safeguarding (DS)	To provide support to the DSL	1 day a week	Coach and mentor the DSL to ensure they are prepared for their role and that statement of action targets for safeguarding are achieved.	Safeguarding statement of Action targets will be achieved.
Daran Bland	Director of Governance and Operations (DGO)	To coordinate all premises related targets in the Statement of Action	1 day a week first 6 weeks. Ongoing monitoring	To project manage the premises related activities at Woodlands. Key focus on the new fencing and gated system.	Woodlands to have a safe and secure premises that reduces the risk of pupils absconding.

Jacki Bartram	Head of Communication and Fundraising (HCF)	To support the Headteacher in recruitment of new staff	Initially 2 days – Remote support 1 day on site	To work with the Headteacher on a recruitment drive for Woodlands.	Woodlands to have filled all outstanding job vacancies and have a staffing level that’s allows all pupils to attend school.
Will Scott	Associate Leader	Providing additional capacity to the Senior Leadership Team	3 days a week until January 2022 1 Day a week during February	To support the Senior Leadership Team in implementing the new behaviour expectations.	Enhanced capacity ensures rapid progress of pupil behaviour in school.

Key for Leadership roles within the action plan below:

HT = Headteacher
 DSL = Designated Safeguarding Lead
 DE = Director of Education
 DSSG = Director of School Support and Growth
 DGO = Director of Governance and Operations
 DS = Director of Safeguarding
 ES = Estates Manager
 SLoT = Strategic Lead of Technology
 HRD = HR Director
 HCF = Head of Communication and Fundraising
 ELT= Executive Leadership Team
 CEO = Chief Executive officer
 TB = The Trust Board
 LSB = The Local Schools Board



Ofsted Statement: There is limited leadership capacity to improve the school. Trust leaders have not identified weakness in the quality of the provision quickly enough. Trustees have not held leaders to account for their actions. Senior leaders need to evaluate the school's strengths and weaknesses accurately and implement a strategic plan to bring about change.

The Statement of Action shows the significant capacity that the Community Inclusive Trust has to ensure rapid improvement at Woodlands. This document details the Trust leaders who will provide the capacity for school improvement and the areas of school that they will be accountable for. The Statement of Actions also details the reporting system that will allow the Trustees to hold Trust leaders to account for the schools progress. Finally the Trust will be investing in external professionals to regularly evaluate the progress of the school and provide the Trustees with external verification that Trust leaders judgements on the schools strengths and weaknesses are accurate.

Ofsted Statements:

- Trustees have not ensured that the school's safeguarding arrangements are effective. There are too many weaknesses that leave pupils potentially unsafe. Trustees need to fulfil their responsibilities, establish effective systems and embed a secure culture of safeguarding.
- Pupils' risk assessments lack detail and many of them are out of date. They do not help to keep pupils safe. Leaders need to ensure that risk assessments include relevant detail, up to date and available for staff to use so they can keep pupils safe.
- Some pupils are reluctant to talk to staff about their worries. They do not think that staff will always take their concerns seriously. Leaders need to ensure that all staff respond appropriately to pupils' concerns and worries.
- Too many pupils do not attend school regularly enough. Leaders need to work with parents and carers to challenge and support them to help their children attend school regularly

Target Area 1: Safeguarding

Action to be taken	Timescale:	Lead Person/Cost:	Success Criteria:	Monitoring	Review of Progress /Evidence code
Safeguarding leadership support provided to DSL at Woodlands from the Director of Safeguarding 3 days a week	November 2021 Coaching to start QA of Coaching to take place until July 2022	DS Cost DS time/Trust to cover initial 3 day a week support To be reduced to 1 day a week after first SG Audit.	<ul style="list-style-type: none"> Coaching and mentoring in place for DSL Effectiveness and impact of coaching to be evaluated DSL demonstrated effectiveness in role through direct line management and via internal and external audit. 	<p>Who DE</p> <p>How By ensuring that records of Coaching are in place. Meeting with the Coach and DSL twice a half term to evaluate impact. Internal Audit of safeguarding to verify DSL effectiveness.</p>	1.1
DSL to move to an office in the centre of the school and appropriate signage in place to identify staff responsible for safeguarding	November 2021	HT Cost Site team time to relocate office DSL time for signage	<ul style="list-style-type: none"> Higher visibility of Safeguarding in the school Strong safeguarding culture where staff know how and who to report concerns to. 	<p>Who DE</p> <p>How Check SG signage around the school. Question staff and pupils on where they would go if they have concerns</p>	1.2
Ensure that all staff have access to School Pod – electronic system for reporting and recording in school.	November 2021	SLoft/DSL Cost	<ul style="list-style-type: none"> Staff demonstrate competency in using the system validated by regular monitoring of staff use and input on the system. 	<p>Who DE</p>	1.3

	<p>To ensure that all staff have a log in</p> <p>Ongoing QA checks by Leadership team on School pod use</p>	Admin time		<p>How</p> <p>By checking that all staff have access to the school pod system and undertake bi weekly checks of staff usage.</p>	
<p>Training plan for Safeguarding that includes all that regularly attend site. Plan has dates for when training will take place, catch up sessions planned for any staff who may miss the training.</p>	<p>December 2021 Training plan in place.</p> <p>April 2022 Training review and quality assurance</p>	<p>DSL/DS</p> <p>Cost</p> <p>DSL time</p> <p>New online training provider educare £700</p>	<ul style="list-style-type: none"> Training records show that all staff have accessed the SG training required based on their time at school – this matches the 6 year pathway. 	<p>Who</p> <p>DE</p> <p>How</p> <p>Review the training plan and ensure it meets the 6-year pathway. Question staff on training to have assurance that training is having a positive impact on practise</p>	1.4
<p>Book DSL training for a further 2 staff within the school</p>	<p>December 2021 Training booked</p> <p>April 2022 Two additional DSL trained</p>	<p>DSL/ DS</p> <p>Cost</p> <p>£500</p>	<ul style="list-style-type: none"> Assurance that the school has at least 3 trained DSLs that are based at school site permanently 	<p>Who</p> <p>DE</p> <p>How</p> <p>Check training certificates of all DSLs in the school.</p>	1.5

<p>Update current DSL training – Prevent/FGM/ Brooke traffic light training</p>	<p>December 2021 Training to be booked</p> <p>February 2022 Training to be complete</p>	<p>DSL</p> <p>Cost £350</p>	<ul style="list-style-type: none"> • DSL has completed all of the training required based on the Lincolnshire DSL pathway 	<p>Who DE</p> <p>How By checking DSL training against the DSL Pathway.</p>	<p>1.6</p>
<p>Ensure that Policy is taking place in practice</p> <ul style="list-style-type: none"> • New Induction programme in place • During induction staff are not only told to read and sign the policies but they are questioned on the content. • Policies to be brought to weekly staff meetings and work through a policy each week • Existing staff are to complete questions on any update to policy • Safeguarding is a standard agenda item on any meeting moving forwards 	<p>January 2022 New induction in place/SG on all agendas</p> <p>March 2022 Policies at staff meetings</p> <p>Ongoing QA of the policies and staff knowledge of these</p>	<p>DSL/DS</p> <p>Cost</p> <p>1 day of DSL and DS time to ensure new induction programme is in place.</p>	<ul style="list-style-type: none"> • School is following the CIT induction policy for all new staff • New induction procedure provides staff with all documentation and procedure required to be successful at Woodlands • Assurance that policies are not only read but understood by staff in school • Questionnaires on staffs knowledge of policy completed and give SLT assurance that policy is understood in practice. 	<p>Who DE</p> <p>How Reviewing the induction procedure before going live to staff. Check the personnel files to ensure that inductions have taken place for new staff. Talk to new staff to ensure they have understood the induction.</p>	<p>1.7</p>

<p>Measures in place to ensure that local issues are addressed in the schools curriculum</p> <ul style="list-style-type: none"> • County lines – Needs to be added to the PSHE curriculum • Self-Harm – Needs to be added to PSHE curriculum • Support pupils can access both in and out of school needs to be signposted • Pupils are prepared for modern Britain – Development of a British values programme in school 	<p>February 2022 To begin work with Curriculum leaders on implementing change in the curriculum</p> <p>June 2022 Curriculum fully updated</p> <p>May 2022 Subject reviews</p> <p>Ongoing QA of PSHE curriculum through QA cycle in school</p>	<p>HT/DE/ PSHE co ordinator</p> <p>Cost</p> <p>3 days DE support for PSHE lead</p> <p>Resource cost from PSHE budget</p>	<ul style="list-style-type: none"> • Curriculum content on local issues are sufficiently detailed in the PSHE curriculum • Pupils know and understand the local issues that may be faced in life living in Lincolnshire and understand where to go for support if required. • Evidence of this to be seen during deep dives undertaken by trust leaders. 	<p>Who DE/DSSG</p> <p>How To undertake health check on PSHE to ensure that the curriculum meets the needs of pupils. Health check report presented at monthly meeting on progress and reported to trust board.</p>	<p>1.9</p>
<p>Risk assessments</p> <ul style="list-style-type: none"> • To have a rationale for risk assessments in school. 	<p>January 2022 Rationale in place and</p>	<p>DSL/</p>	<ul style="list-style-type: none"> • Rationale for risk assessments at Woodlands ensures that all pupils who require a risk assessment have one in place 	<p>Who DE</p>	<p>1.10</p>

<ul style="list-style-type: none"> Quality assurance cycle for risk assessments Risk assessments to be read in staff briefing Parental involvement in risk assessment creation Meeting with pupils to discuss the risk and work with them to reduce the risk moving forward. 	<p>Audit undertaken</p> <p>March 2022</p> <p>All risk assessments updated and parents aware of pupil risk assessment</p>	<p>Behaviour and Pastoral lead</p> <p>Cost</p> <p>Behaviour/Pastoral lead time</p> <p>DSL time</p>	<ul style="list-style-type: none"> To ensure that both pupils and staff are safe within the school environment. Quality assurance schedule for risk assessments in place and these are checked on a weekly basis to ensure that they are up to date. All staff are aware of the risk assessments in place for pupils at school Parents of pupils with a risk assessment are aware of the risk assessment and this is reviewed at least 3 times a year. 	<p>How</p> <p>Review the Risk assessment rationale and speak to the leader of risk assessments to ensure there is a process of review. Review a sample of risk assessments to ensure they meet requirements</p>	
<p>Pupil voice to be integral in school practices</p> <ul style="list-style-type: none"> Pupils to be aware of their own behaviour plans School council to be created with representation from each class Pupils aware of their EHCPs Pupils undertake learning walks of the school Pupils involved in the recruitment process Pupils to meet with the Governors 	<p>February 2022</p> <p>Pupils aware of their behaviour plans and EHCPs</p> <p>June 2022</p> <p>Whole target to be completed</p>	<p>HT</p> <p>Cost</p> <p>Staff time</p>	<ul style="list-style-type: none"> Pupil voice is captured across school and supports the leadership team in driving forward improvements. Pupils know their behaviour plans and are aware of the support that they can access to help them with managing their behaviour. 	<p>Who</p> <p>DE</p> <p>How</p> <p>Question pupils on their behaviour plans and EHCPs. Review minutes of school council. Check governor minutes to ensure that school council are represented there.</p>	1.11
<p>To improve pupil attendance in school</p> <ul style="list-style-type: none"> Appoint attendance lead for school Regular parental communication on the importance of attendance 	<p>February 2022</p> <p>Attendance lead appointed</p> <p>Daily attendance update and</p>	<p>HT/ DSL</p> <p>Cost</p> <p>Letter costs through parent mail</p>	<ul style="list-style-type: none"> Pupil attendance to improve from 76.56% (whole school attendance) November 2021 to 82% by July 2022 and 89.5% by December 2022 (in line with National data for SEND attendance pre COVID) Increase in the amount of pupils attending 100% during the week 	<p>Who</p> <p>DE</p> <p>How</p> <p>Reviewing the attendance reports weekly. Scrutinising</p>	1.12

<ul style="list-style-type: none"> Attendance plan in place for any pupils who are persistent absentees (PA) or at risk of not attending Introduce daily attendance update and weekly attendance reports at SLT Detailed attendance report to be written every half term for the Local Schools Board and Trustees. Attendance award system introduced to school – 100% attendance award/letter to parents celebrating attendance School has a system for how to fill attendance gaps in pupils work. 	<p>weekly SLT reports Attendance plan for PA pupils</p> <p>April 2022 Remainder of target completed</p> <p>Ongoing Attendance reviews half termly and reporting</p>	<p>HT time</p> <p>TLR £2,500 for Attendance lead</p> <p>Attendance award budget £1000</p> <p>TIMS worker support for PA pupils £20,000</p>	<ul style="list-style-type: none"> Letters sent to all pupils who are making improvements in attendance No student book has gaps in learning due to absence. Attendance is improving for pupils who had gaps previously % of persistent absentees reduces from 61% in November 2021 to 36% by July 2022. Attendance evaluated at SLT weekly 	<p>the attendance plans for PA pupils. Attendance to be monitored every month during the statement of action review chaired by DSSG</p>	
<p>Remote learning safeguarding policy in place</p>	<p>December 2021</p>	<p>DSL</p> <p>Cost DSL time</p> <p>LSB meeting time</p>	<ul style="list-style-type: none"> Pupils are safeguarded when they undertake home learning School has a robust system for checking pupil safety and progress whilst on home learning. 	<p>Who DE/HT</p> <p>How Review the policy and ensure that it has been ratified by the Local Schools Board. Spot checks on welfare calls and visit logs on BW</p>	<p>1.13</p>

Arrange an external safeguarding audit	February 2022 External Audit to be booked April 2022 External audit completed and report shared with Trustees	DSSG Cost Incyte £1,100	<ul style="list-style-type: none"> External audit booked Trustees to have external assurance that Safeguarding procedures at school are adequate Report to be shared with school/ELT and the Trust Board 	Who CEO How Report to be shared with the Trust Board and evaluate the progress.	1.14
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Ofsted Statement:

- Trustees have not ensured that the school's safeguarding arrangements are effective. There are too many weaknesses that leave pupils potentially unsafe. Trustees need to fulfil their responsibilities, establish effective systems and embed a secure culture of safeguarding.

Target Area 2: Safeguarding – Recording and reporting

Action to be taken	Timescale :	Lead Person/Co st:	Success Criteria:	Monitoring	Review of Progress /Evidence code
All pupils to have an individual safeguarding file	December 2021 Files to be in place for each pupil	DSL/DS Cost	<ul style="list-style-type: none"> All pupils have an individual safeguarding file – all evidence to be logged on School Pod and then printed and put into files. To have a chronological log in each file 	Who DE How Ensure all files are completed. Bi weekly checks on	2.1

	QA – To take place through until July 2022	5 days DS support for School		files to ensure that quality is maintained.	
Create a safeguarding cause for concern form for staff to use in and out of school.	December 2021	DSL Cost DSL Time	<ul style="list-style-type: none"> Cause for concern is embedded as part of the safeguarding culture. Everyone knows how and when to report concerns. 	Who DE How Ensure form in place and staff are aware of how and when to report concerns. Check DSL follow up on cause for concern forms.	2.2
To have a flow chart that shows how staff should deal with safeguarding concerns. <ul style="list-style-type: none"> Flowchart to include what procedure is in place for pupil concerns and staff concerns Training to take place for all staff on these procedures. Flow chart to be displayed around school to support staff in knowing the procedure. 	January 2021	DSL/ DS Cost DS time for preparation and delivery of training	<ul style="list-style-type: none"> Flowchart in place and displayed around school Staff aware of how to report any concerns raised regarding pupils or staff. 	Who DE How Ensure that flow chart is in place and question staff during weekly visits on how they would deal with SG concerns	2.3
Create new School Pod forms for safeguarding <ul style="list-style-type: none"> Form to include detail of disclosure/time /date/who 	December 2021	DSL/ DS Cost Administrative time	<ul style="list-style-type: none"> Safeguarding record form on School Pod that is fit for purpose. Staff aware of how to use the form 	Who DE How Ensure that form is created and QA	2.4

and then action taken and by whom.			<ul style="list-style-type: none"> QA shows that form is used correctly and that actions are being followed up for all SG records. 	sample of SG logs every two weeks during school visits	
To create a communication log for any phone calls that take place to and from school – On school pod	December 2021	DSL/ DS Cost Administrative time	<ul style="list-style-type: none"> New form for communication on School Pod – Key worker form QA checks show that all communication with parents and professionals is being logged on School Pod. 	Who DE How Ensure that form is created and QA sample of communication logs every two weeks during school visits	2.5
To create a home visit form on School Pod.	January 2022	DSL/ DS Cost Administrative time	<ul style="list-style-type: none"> Comprehensive logging system in place for all visits that take place to pupils' homes. QA checks show that all home visits are logged appropriately 	Who DE How Ensure that form is created and QA sample of home school logs every once a term during school visit	2.6
Pupil details need to be updated on School Pod.	November 2021 Initial communication to all parents Ongoing SLT half termly checks of pupil details to ensure they are up to date	DSL/ Reception Staff Cost Admin time Letter cost through parent mail	<ul style="list-style-type: none"> All pupil details up to date on School Pod. All pupils have at least 2 emergency contacts SLT QA checks show that all pupils details are regularly checked by office staff. 	Who DE How Check sample of pupils' details to ensure that all details required are in place. Review SLT QA of office.	2.7

<p>Form in place to complete when there are concerns raised about staff.</p>	<p>December 2021</p>	<p>DS/ HRD</p> <p>Cost</p> <p>No additional cost as covered in training below.</p>	<ul style="list-style-type: none"> • System in place to report low level concerns regarding staff in school • Staff aware of how to report any concerns raised about staff and who to report them too. 	<p>Who</p> <p>DE</p> <p>How</p> <p>Regular checks with staff on how they would report concerns about a staff member. Follow process for reporting and ensure it is fit for purpose</p>	<p>2.8</p>
<p>Training on how to record and report incidents in school</p> <ul style="list-style-type: none"> • Training session to be run for all staff on how and when to report but also the quality of what is being recorded. 	<p>January 2022</p>	<p>DSL/DS</p> <p>Cost</p> <p>DS Time to create training</p>	<ul style="list-style-type: none"> • Training has taken place and is recorded on file • Staff are clear on how to report and record concerns. This is seen through regular conversations with staff about how they would report concerns. • QA from SLT shows that incidents are being reported appropriately. 	<p>Who</p> <p>DE</p> <p>How</p> <p>QA of training and check staff understanding during weekly visits. Check SLT QA of reporting.</p>	<p>2.9</p>

Ofsted Statements:

- Pupils' poor behaviour is disrupting their and others' learning. Some pupils are disrespectful towards others. Pupils' behaviour management plans omit important information. Leaders need to support staff to eradicate disruptive and disrespectful behaviour. They need to ensure that plans to support individual pupils accurately reflect each pupil's needs.
- Many pupils experience a disjointed curriculum. Absences, school closures and disruptive behaviour leave pupils with gaps in their learning.

Target Area 3: Behaviour

Action to be taken	Timescale :	Lead Person/Co st:	Success Criteria:	Monitoring	Review of progress /Evidence code
ELT modelling how to deal with behaviours and offering extra capacity to reset the expectations	November 2021 Modelling to start February 2022 Withdrawal of behaviour support complete	CEO Cost ELT time 2 x ELT on site daily during November/December	<ul style="list-style-type: none"> • Pupils start to recognise boundaries within school • Boundaries continue to be maintained as ELT begin to withdraw • ELT check in if boundaries are still in place following withdrawal. • Incidents of poor behaviour reduce from an average of 75 a week in Term 2 an average of 40 a week by Term 4 and 30 a week by Term 6 • Reduction in physical management from an average of 72 a month in Term 2 to an average of 35 a month by Term 5 	Who DSSG How Analysis of SLT behaviour data is there a downward trend. Observation of pupil behaviour in school.	3.1
Ensure that a new physical management form is in place and on School Pod	November 2021 Ongoing	HT Cost	<ul style="list-style-type: none"> • Physical managements in school are being recorded effectively and there is a system in place for communication to all key stakeholders regarding incidents. 	Who DSSG How	3.2

	(Half termly) QA of Physical management logs	Administrative cost		Is positive physical management policy taking place in practise. QA of physical management logs	
Behaviour training for all staff including physical management training and how to report these incidents	January 2022	HT Cost £ 500 to cover DPI trainer	<ul style="list-style-type: none"> All staff received refresher training for physical management (DPI) Staff aware of de-escalation techniques to reduce physical management Staff are confident in how to use physical management if required 	Who DSSG How Observe staff use of de-escalation techniques. Review SLT Behaviour data analysis	3.3
Absconding policy in place and staff aware of how to manage a pupil who has absconded. <ul style="list-style-type: none"> Tight procedure which includes who to call and at what time. 	November 2021	HT Cost HT time to train staff	<ul style="list-style-type: none"> Staff have a clear understanding of how to manage a pupil absconding from site. Where an incident of absconding takes place, this is managed in line with the policy and all appropriate stakeholders are informed. 	Who DSSG How By checking the policy to ensure it meets requirements. Follow an incident of absconding through to ensure procedure followed and paperwork completed	3.4
Review and amend the behaviour policy <ul style="list-style-type: none"> To have a Behaviour policy that is explicit with how school 	January 2022 New policy in place	HT	<ul style="list-style-type: none"> Behaviour policy is amended and staff, pupils and parent/carers are all aware of the policy and how it works in practice. 	Who DSSG	3.5

<p>will manage and deal with behaviours</p> <ul style="list-style-type: none"> Staff training on the Behaviour policy to ensure they understand how to implement effectively Policy to be ratified by the Local Schools Board 	<p>March 2022 Review of behaviour policies impact</p>	<p>Cost</p> <p>HT time to review policy and train staff</p> <p>1 day – DSSG to review policy in practise.</p>	<ul style="list-style-type: none"> Pupil behaviours are reduced due to the consistent approach of staff through the policy Incidents of poor behaviour reduce from an average of 75 a week in Term 2 an average of 40 a week by Term 4 and 30 a week by Term 6 	<p>How</p> <p>Review the new behaviour policy to ensure it is fit for purpose. Question staff and pupils on the policy and if is happening in practise. Analysis of behaviour data.</p>	
<p>Plan for behaviour that empowers staff to deal with all behaviours and be clear on expectations.</p> <ul style="list-style-type: none"> Sequenced plan for addressing the behaviours of pupils within school. <p>Training to support all on how to address each behaviour when it is the next priority</p>	<p>January 2022 Plan in place and SLT clear on how its implemented</p> <p>May 2022 Full review of behaviour in school</p>	<p>HT/Behaviour and pastoral lead</p> <p>Cost</p> <p>£500 – to cover cost of external behaviour review</p> <p>HT and Behaviour lead time</p>	<ul style="list-style-type: none"> Staff confident in addressing pupil behaviour and this leads to a calm school environment where pupils are able to engage in learning. Reduction in physical management from an average of 72 a month in Term 2 to an average of 35 a month by Term 5 	<p>Who</p> <p>DSSG/External healthcheck</p> <p>How</p> <p>Review of behaviour data from SLT bi weekly during school visits. External healthchecks on school show positive reports on behaviour.</p>	<p>3.6</p>
<p>Behaviour Plans</p> <ul style="list-style-type: none"> Rationale for behaviour plans and a clear pro forma in place for staff to use. 	<p>January 2022 Rationale in place</p>	<p>HT/ Behaviour and pastoral lead</p> <p>Cost</p>	<ul style="list-style-type: none"> All Pupils have a behaviour plan are aware of how these plans support them. Behaviour plans are regularly reviewed in school and this ensures that staff are always up to date with how best to support individuals behaviours. 	<p>Who</p> <p>DSSG</p> <p>How</p> <p>Review of behaviour data. Meet with</p>	<p>3.7</p>

<ul style="list-style-type: none"> All pupils to have a behaviour plan Process for reviewing behaviour plans is in place Pupils and parents are aware of behaviour plans Behaviour plans are discussed at Annual review and parents evening 	<p>March 2022 All behaviour plans in place for pupils and half termly review in place</p>	<p>Behaviour and pastoral lead time ½ day DSSG for full review of behaviour plans</p>	<ul style="list-style-type: none"> All stakeholders are aware of pupil behaviour plans and how they are implemented in school. Behaviour incidents for pupils show a significant decline due to awareness of how to address certain behaviours SLT have a clear process for reviewing behaviour plans 	<p>behaviour and pastoral lead to review behaviour plans and check staff understanding of these.</p>	
<p>To have a Reward system in place</p> <ul style="list-style-type: none"> Pupil consultation on the reward system Points system in place Rewards to be in school and visible for pupils Awards for reader/writer/sports person/pupil of the week 	<p>March 2022 Reward system in place May 2022 Review of behaviour in school</p>	<p>HT/Behaviour and pastoral Lead Cost Additional £5,000 for reward system Behaviour pastoral lead time £200 for trophies purchased</p>	<ul style="list-style-type: none"> Reward system has a positive impact on the number of behaviour incidents in school. Weekly awards take place in assembly Incidents of poor behaviour reduce from an average of 75 a week in Term 2 an average of 40 a week by Term 4 and 30 a week by Term 6 	<p>Who DSSG/external healthcheck How Review of behaviour data. Pupil voice on reward system and the impact it has on them. External review of behaviour</p>	<p>3.8</p>

<p>Develop a structure for the behaviour response team in school</p> <ul style="list-style-type: none"> Plan for interim support including use of Trust staff Long term structure for behaviour and pastoral support team Recruitment of new staff to fulfil the roles 	<p>December 2021 Interim plan</p> <p>February 2022 Long term structure in place and recruited into roles</p>	<p>HT/DSSG</p> <p>Cost</p> <p>Recruitment drive for roles/Advertisements in local press £1000</p> <p>HT time</p>	<ul style="list-style-type: none"> School has capacity to manage any behaviours that need additional support in school Recruited into roles of behaviour team School has capacity to manage pupil behaviours without Trust input. 	<p>Who DSSG</p> <p>How Review structure for behaviour support team.</p>	<p>3.9</p>
<p>Radios purchased and written protocol for how staff are to use these.</p> <ul style="list-style-type: none"> All staff to have radio on them at all times to use when in need of assistance/ or pupil absconding 	<p>November 2021 Radios purchased</p> <p>December 2022 Radio protocol written for staff</p>	<p>HT/Behaviour pastoral lead</p> <p>Cost</p> <p>£800 for new radios</p> <p>Behaviour pastoral lead time to write protocol</p>	<ul style="list-style-type: none"> Staff all have a radio and know how to use this to call for support when required in school. Radio system increases staff confidence in managing pupil behaviour. 	<p>Who DSSG</p> <p>How Review staff feedback of radio system.</p>	<p>3.10</p>

Ofsted Statement:

- Risk assessments for the site are not adequate.

Target Area 4: Premises

Action to be taken	Timescale :	Lead Person/Co st:	Success Criteria:	Monitoring	Review of progress/Evidence code
Proposal for new fencing and gate system within school which will ensure site is secure.	November 2021	DGO/CEO Cost DGO time to meet with contractor and collate costings	<ul style="list-style-type: none"> • Quotes gained for new fencing system that fall in line with CIT finance policy • Quotes presented to Trustees and purchase of system agreed. • Agreed installation for new gated system. • Plan for how installation will be managed safely during school time. 	<p>Who DSSG</p> <p>How Review fencing cost and installation date. Review plan for installation</p>	4.1
Install new gates and fencing on site to prevent pupils from absconding To include new access control gate and fence at the front of school.	January 2022 Contractor dependent May 2022 Review of gate and fencing impact on absconding	DGO/HT and behaviour pastoral lead Cost £114,536 for installation of new gates and fencing system.	<ul style="list-style-type: none"> • Fencing and access controlled gates installed around the playground and hard standing areas of the school. • A reduction in Absconding from school site resulting in no pupils absconding from school site from March 2022 	<p>Who DSSG</p> <p>How Review the impact of gated system by monitoring the number of pupils absconding site</p>	4.2

Costings for fobs on all doors within school	December 2021	DGO Cost DGO teams time to cost up project	<ul style="list-style-type: none"> Cost plan for fobbing all doors presented to the Headteacher and ELT 	DSSG	4.3
Quote obtained for additional contemplation room – Quote to include CCTV camera and audio <ul style="list-style-type: none"> Area identified to be contemplation room Quote presented to Headteacher and ELT Agreed install date for new room 	February 2022 – costed July/August 2022 Installed	DGO Cost £4000	<ul style="list-style-type: none"> New contemplation room installed in school which allows for additional space to support pupils in regulating behaviour 	Who DSSG How Ensure that plan is properly costed and will meet SEMH requirements. Review impact of additional room.	4.4
Move safeguarding office to a central place within the school	November 2021	HT Cost Site team time to relocate office	<ul style="list-style-type: none"> Safeguarding office is relocated to central position in the school as per Target 1.2 	Who DSSG How Review as per target 1.2	4.5
Relocation of Gym equipment to the sports hall to utilise the room as a leadership office	November 2021	HT Cost	<ul style="list-style-type: none"> Increased leadership presence at School due to having office located at the centre of the building 	Who DSSG How	4.6

		Site team time to relocate office		Assess impact of the move by talking to staff and gaining an understanding of leadership presence in school.	
Quote obtained for new sensory room and installation to take place following approval.	March 2022 Quote obtained April 2022 Installation if agreed	HCF/HT	<ul style="list-style-type: none"> Pupils have access to a sensory room to support them in regulating themselves. Sensory room to add to the therapeutic offer at Woodlands 	<p>Who DSSG</p> <p>How Ensure that financial policy is followed with regards to quotations and that sensory room is having impact on pupil regulation following behaviour data.</p>	4.7
Restructure school site to allow for KS3 and KS4 corridor	December 2022	HT Cost No cost	<ul style="list-style-type: none"> School to have defined areas for key stage 3 and 4 that reduces the transitions that take place around school. Reduction in behaviour incidents during the week due to lower level of transition around school. 	<p>Who DSSG</p> <p>How Review pupil timetable and class location. Observe transition times. Monitor SLT behaviour reports.</p>	4.8

<p>Update the site risk assessment to ensure that it is fit for purpose and reflects the new fencing and gating system.</p>	<p>February 2022</p>	<p>DGO</p> <p>Cost DGO time to work with Headteacher to update risk assessment</p>	<ul style="list-style-type: none"> • Site risk assessment is fit for purpose and reflects the changes to the premises 	<p>Who DSSG</p> <p>How Review of risk assessment to ensure that it is fit for purpose.</p>	<p>4.9</p>
<p>New display boards for all corridors costed and ordered</p> <ul style="list-style-type: none"> • Boards to not require boarder or backing to ensure that they can be maintained easily. 	<p>March 2022</p>	<p>HT</p> <p>Cost £1,500</p>	<ul style="list-style-type: none"> • Positive and tidy school environment • Pupil work celebrated on display boards in the corridors • Display boards are maintained well and highlight the broad curriculum offer at the school. 	<p>Who DSSG</p> <p>How Check on display boards during weekly visit to school.</p>	<p>4.10</p>

Ofsted Statement:

- Pupils do not receive their entitlement to full-time education. Trust leaders must provide all staff with the right training and support to encourage them to stay in post.
- In some subjects, what pupils need to know is not specified clearly or arranged logically in the curriculum plans. Pupils do not secure the knowledge they need in each subject. Leaders need to remove any barriers so that pupils can benefit from a well- planned and effectively implemented curriculum in all subjects.
- Leaders have not done enough to make sure that pupils are well prepared for life in modern Britain. Pupils leave the school ill equipped to become good citizens. Leaders must provide pupils with opportunities to engage with a wide set of experiences. They must help pupils to understand the importance of British values.

Target Area 5: Curriculum/teaching and learning

Action to be taken	Timescale :	Lead Person/Cost:	Success Criteria:	Monitoring	Review of Progress /Evidence code
Timetabling – full re structure of the school timetable <ul style="list-style-type: none"> • Reduced tutor time • Plan for transition times • Plan for breaks • To have full curriculum coverage • Consistent staff in year groups • Review of teacher PPA/sweep time 	December 2021	HT/ SLT Cost SLT time to re structure timetable Cost for letter to be sent via Parent mail	<ul style="list-style-type: none"> • Transitions in school significantly reduced due to new timetable • Timetables structure agreed and Staff re issued with a timetable • Pupils/parents provided with the new timetable • Teaching staff have an agreed level of PPA and non-contact time 	Who DE How Review timetable to ensure it meets appropriate curriculum breadth.	5.1

<p>Plan to have pupils back in for their full 25 hours provision</p> <ul style="list-style-type: none"> • Communicate change with parents • Communicate change to full timetable with LA transport provider 	<p>December 2021</p>	<p>HT/SLT</p> <p>Cost</p> <p>SLT time to communicate with Stakeholders</p>	<ul style="list-style-type: none"> • Pupils at woodlands have access to 25 hours provision 	<p>Who DE</p> <p>How Timetable check for each pupil to ensure they are receiving 25 hours</p>	<p>5.2</p>
<p>Explore ability to have nurture and key stage groups</p> <ul style="list-style-type: none"> • Review of staff skills set for leading nurture groups • Plan curriculum for these classes • Adapt premises to allow for key stage 3 corridor to house nurture groups 	<p>December 2021</p> <p>Impact to be measured in July 2022</p>	<p>HT/SLT</p>	<ul style="list-style-type: none"> • Nurture group provision in place for year 7 and 8 • School is now split into key stage corridors to remove the level of transition. 	<p>Who DE</p> <p>How Review timetable and undertake drop ins on new nurture provision. Meet with Lead teacher for key stage 3 to review curriculum. Curriculum to be reviewed during health checks on subject areas.</p>	<p>5.3</p>

<p>PSHE curriculum supports pupils with understanding of local issues</p>	<p>February 2022 To begin work with Curriculum leaders on implementing change in the curriculum</p> <p>June 2022 Curriculum fully updated</p> <p>May 2022 Subject reviews</p> <p>Ongoing QA of PSHE curriculum through QA cycle in school</p>	<p>HT/DE/ PSHE co ordinator</p> <p>Cost</p> <p>3 days DE support for PSHE lead</p> <p>Resource cost from PSHE budget</p>	<ul style="list-style-type: none"> Curriculum content on local issues are sufficiently detailed in the PSHE curriculum Pupils know and understand the local issues that may be faced in life living in Lincolnshire and understand where to go for support if required. Evidence of this to be seen during deep dives undertaken by Trust Leaders. 	<p>Who DE/DSSG</p> <p>How To undertake health check on PSHE to ensure that the curriculum meets the needs of pupils. Report of health check to be presented at monthly meeting on progress and reported to Trust Board.</p>	<p>5.4/1.9</p>
<p>To develop the RSE curriculum</p>	<p>February 2022 To begin work with Curriculum leaders on implementing Change in the curriculum</p>	<p>HT/ DE</p> <p>Cost</p> <p>3 days DE support for PSHE lead</p>	<ul style="list-style-type: none"> RSE curriculum in place and meets statutory requirements Pupils know and understand RSE well and that the curriculum prepares them for life after school. Evidence of this to be seen during Curriculum reviews undertaken by Trust Leaders. 	<p>Who DE/DSSG</p> <p>How To undertake health check on RSE to ensure that the curriculum meets the</p>	<p>5.5</p>

	<p>June 2022 Curriculum fully updated</p> <p>May 2022 Subject reviews</p> <p>Ongoing QA of PSHE curriculum through QA cycle in school</p>	Resource cost from RSC budget		needs of pupils. Report of health check to be presented at monthly meeting on progress and reported to Trust Board.	
<p>Curriculum in place for tutor time to include</p> <ul style="list-style-type: none"> Social learning time planned for tutor time Am – Breakfast and British values focus. PM – Work catch up and additional reading <p>Regulation time planned into the tutor time – Therapy play/mindfulness</p>	<p>January 2022 Implement tutor time plan</p> <p>Ongoing QA of tutor time undertaken by SLT daily and Trust leaders during weekly visits</p>	<p>HT/ Behaviour and pastoral leader</p> <p>Cost</p> <p>£500 for resources to support social time</p>	<ul style="list-style-type: none"> Curriculum in place for tutor time No student book has gaps in learning due to absence. As they have the opportunity to catch up in tutor time. British values is being taught weekly in tutor time. 	<p>Who</p> <p>DE</p> <p>How</p> <p>Observe tutor time with SLT during weekly visits. Book scrutiny to ensure that pupils are having the opportunity to catch up on any missed work.</p>	5.6
<p>Scheme of work in place for British values</p> <ul style="list-style-type: none"> Weekly focus in school 	<p>January 2022 System purchased</p>	<p>Behaviour and pastoral Lead</p>	<ul style="list-style-type: none"> British values is being taught to pupils weekly during tutor time Training for staff on how to implement this into tutor time 	<p>Who</p> <p>DE</p> <p>How</p>	5.7

<ul style="list-style-type: none"> British values taught during tutor time Weekly focus in Assembly 	<p>April 2022 British values taught weekly during tutor time</p>	<p>Cost</p> <p>£450 for Picture news scheme</p>		<p>Meet with Behaviour and Pastoral lead to talk through implementation. Observe British values sessions. Work analysis on British values folders/books</p>	
<p>Quality assurance calendar for Quality of Education to include.</p> <ul style="list-style-type: none"> Learning Walks Book Scrutiny Moderation Curriculum reviews/Deep Dives Lesson observations 	<p>January 2022 Cycle in place</p> <p>Ongoing Review of QA to be undertaken throughout the year</p>	<p>HT</p> <p>Cost</p> <p>HT time to plan QA cycle</p> <p>External support to join QA cycle</p> <p>£2000</p>	<ul style="list-style-type: none"> QA plan in place for the school – termly checks of QA undertaken by the Director of Education and Director of School Support and Growth External verification of Trust view of QA to take place by externals booked for health checks. 	<p>Who DE/External reports</p> <p>How Undertaking regular checks of QA in school and joining the cycle. External verification from educational experts who join QA days.</p>	<p>5.8</p>
<p>Deep dives – To be undertaken through the Trusts’ deep dive programme</p> <ul style="list-style-type: none"> Deep dive schedule in place for the school Deep dive results to formulate the health check result 	<p>February 2022 schedule for DD</p> <p>Ongoing Review of QA through DD to be undertaken</p>	<p>HT/DE</p> <p>Cost</p> <p>External support to join Deep Dive process</p> <p>£2000</p>	<ul style="list-style-type: none"> Curriculum subjects graded as at least good during Deep Dive process with DE and external professionals. 	<p>Who DSSG/CEO</p> <p>How Deep Dive reports to be shared at the monthly review meeting and are reported to the Trust Board.</p>	<p>5.9</p>

<ul style="list-style-type: none"> Updates on deep dives presented at standards Trust Board meeting 	throughout the year				
<p>Improvement of Computing curriculum</p> <ul style="list-style-type: none"> Curriculum shows sequential knowledge build up Use of new technologies Link to how vital computing is to the work place in modern Britain Computing lead to be paired with other computing leads in the trust 	<p>March 2022 Initial review meeting with DE and Computing Lead</p> <p>May 2022 Computing Curriculum that's fit for purpose in place</p>	<p>DE/Computing lead</p> <p>Cost</p> <p>3 days DE time to support and mentor Computing lead</p>	<ul style="list-style-type: none"> Sequential knowledge based curriculum in place for computing Computing lead to have worked with other computing leads in the Trust to support in the development of new initiative for their subject 	<p>Who DSSG</p> <p>How Review the curriculum through Deep Dives. Report back to monthly progress meeting.</p>	5.10
<p>Subject leaders to be provided with a buddy in another Trust school where possible.</p> <ul style="list-style-type: none"> Subject leaders to be able to work with experienced colleagues who can share expertise. 	<p>May 2022 Buddying system to start</p> <p>July 2022 Review the buddying system and evaluate progress</p>	<p>DSSG</p> <p>Cost</p> <p>Cover cost £200 a day for subject lead to visit buddy in their school.</p>	<ul style="list-style-type: none"> Subject leadership to have improved in school through shared expertise across the Trust. This is to be seen through deep dives/Pupil progress data and lesson visits. 	<p>Who DE</p> <p>How Meet with subject leaders to discuss buddy programme and review DD reports to evaluate impact.</p>	5.11
<p>To have a member of the leadership team oversee internal school data. Role to include</p>	February 2022	<p>SLT Data Lead</p> <p>Cost</p>	<ul style="list-style-type: none"> Clear and coherent data system in place at school and regular data reports are shared on pupil progress at SLT and with the Trust. 	<p>Who DSSG</p>	5.12

<ul style="list-style-type: none"> Data reports for SLT Data reports shared with the Trust 3 times a year Data drives intervention for pupils in school. 	<p>Appoint leader</p> <p>April 2022 Review of data system and reporting</p> <p>May 2022 Reporting in place and shared at SLT and Trust level</p>	<p>TLR uplift of £2,500 for member of staff responsible for whole school data</p>	<ul style="list-style-type: none"> Progress data drives the school intervention system ensuring that pupils not on track to achieve their target are supported. 	<p>How</p> <p>Review progress data with SLT data lead. Progress data reports to be taken to the monthly review meeting.</p>	
<p>Moderation – Internal and External</p> <ul style="list-style-type: none"> Moderation schedule New moderation forms internal External moderation forms Booked onto LEARN moderation meetings Report on moderation results 	<p>February 2022 – moderation schedule/ forms created</p> <p>June – Report on External moderation for the school</p>	<p>HT/ DSSG</p> <p>Cost</p> <p>Cover cost £200 a day for subject lead to attend external moderation.</p>	<ul style="list-style-type: none"> Internal moderation completed for all subjects School present at all external moderation sessions run by LEARN Teaching Centre Report on the school’s performance at external moderation shared at monthly reviews. 	<p>Who</p> <p>DE</p> <p>How</p> <p>Review external moderation reports for school</p>	5.13
<p>Coaching and mentoring programme in place to support teaching staff</p> <ul style="list-style-type: none"> Identify internal and external staff to support 	<p>April 2022 Implementation of coaching and mentoring programme</p>	<p>HT/DHT/DSSG</p> <p>Cost</p>	<ul style="list-style-type: none"> Coaching and mentoring programme in place for staff to support their teaching 80% of teaching to be judged as good by July 2022 External verification of judgements on teaching through external professionals 	<p>Who</p> <p>DE</p> <p>How</p> <p>Review of QA systems internal</p>	5.14

<p>with coaching/mentoring programme</p> <ul style="list-style-type: none"> • Proposal for support that staff will receive • Pro forma created for coaching and mentoring sessions • Staff have access to a coach or mentor to support them in developing their teaching 	<p>June 2022</p> <p>Review of coaching and mentoring programme</p> <p>July 2022</p> <p>80% of teaching judged as good</p>	<p>SLT time to coach and mentor.</p> <p>1 day every two weeks</p> <p>DSSG to support with coaching and QA SLT.</p>	<p>attending Deep Dives and Healthchecks on the school.</p>	<p>Review reports from external professionals on quality of education</p>	
<p>Plan for how pupils catch up on work missed in lesson</p>	<p>May 2022</p> <p>Implement plan for pupils to catch up on missed work.</p> <p>Ongoing</p> <p>Monitoring the impact of the plan on pupil learning</p>	<p>HT</p> <p>Cost</p> <p>No Additional</p>	<ul style="list-style-type: none"> • No student book has gaps in learning due to absence. As they have the opportunity to catch up in tutor time. 	<p>Who</p> <p>DE</p> <p>How</p> <p>Through book scrutiny throughout the year to ensure gaps in learning are caught up.</p>	<p>5.15</p>

Ofsted Statement:

- Trust leaders have not taken timely and effective action to recruit and retain well- trained staff. Staffing shortages place additional pressure on existing staff. This is having a detrimental impact on their morale and well-being. Trust leaders must appoint sufficient new staff so that pupils can attend school on site full time.
- Absences, school closures and disruptive behaviour leave pupils with gaps in their learning.

Target Area 6: Leadership

Action to be taken	Timescale :	Lead Person/Cost:	Success Criteria:	Monitoring	Review of progress /Evidence code
All recruitment documentation completed for new Headteacher	November 2021	HRD	<ul style="list-style-type: none"> • All documentation in place for new Headteacher allowing them to start working for the Trust as Acting Headteacher from 29th November 2021 	<p>Who DSSG</p> <p>How Check of documentation for Head appointment</p>	6.1
Trust to implement a development plan for the school to ensure rapid and sustained improvement. Plan to include <ul style="list-style-type: none"> • Break down for actions for school • Who is responsible from the Trust to monitor progress against these 	November 2021 (Action plan for school) February 2022 Statement of Action	DSSG/HT/DE/DS Cost 1 day a month – DSSG/DE/CEO to attend progress meeting	<ul style="list-style-type: none"> • Action plan in place immediately following Ofsted visit • Statement of Action written and agreed by Ofsted following the published report (March 2022) • Monthly meetings chaired by DSSG that monitor the statement of action • Monthly report shared with Trust Board 	<p>Who CEO/Trust Board</p> <p>How CEO to attend the monthly progress meetings. Report written by DSSG shared at Trust Board meetings</p>	6.2

<ul style="list-style-type: none"> Monthly reporting system in place to ensure Trust Board have assurance on progress External verification planned to assure Trust Board of accuracy of judgement on school progress 					
<p>Agreed proposal for future Leadership with ELT and new Headteacher</p>	<p>January 2022 Leadership structure agreed</p>	<p>HT/DSSG</p> <p>Cost</p> <p>Additional recruitment drive for leadership roles £2000</p>	<ul style="list-style-type: none"> Leadership structure agreed by ELT and roles advertised 	<p>Who CEO/ELT</p> <p>How Review of leadership structure and ensure that it will allow for capacity to improve but also that the model is sustainable.</p>	<p>6.3</p>
<p>Trustee evaluation of schools response to Ofsted</p> <ul style="list-style-type: none"> Trust to receive outcome of the ELT review into the Ofsted report Monthly progress report from Woodlands to be presented at Trust Board by CEO - progress report to include reports from 	<p>Initial visit December 2021</p> <p>Remainder of target July 2022</p>	<p>DSSG</p> <p>Cost</p> <p>External professionals to verify trust leaders</p>	<ul style="list-style-type: none"> Kate Rowse – Trustee visited school to evaluate the Trust response to the identified needs following inspection. (December 2021) Trust Board to consider outcomes from ELT led internal review to Ofsted report at single item agenda meeting (Feb/March) Trust Board to challenge or agree next steps 	<p>Who Trust Board</p> <p>How Evaluating the monthly reports presented at Trust Board</p>	<p>6.4</p>

<p>external professionals who will verify progress at Woodlands</p> <ul style="list-style-type: none"> Trust board to monitor and challenge progress Trust board to seek additional assurance from external experts 		<p>judgements on school progress.</p> <p>£3,000</p>	<ul style="list-style-type: none"> Trust board to receive monthly report on progress at Woodlands via the education and Safeguarding Committee and full Trust Board meetings. Trust Board monitor and challenge progress through both the Education and Safeguarding Committee and Full Trust Board. 	<p>and ensure system of verification of Trust leader judgements via the use of external experts</p>	
<p>Plan for reduction of Trust leadership support in the school. (significant leadership support was provided for the school following Ofsted this included having at least three ELT members there every day until Leadership Team were appointed)</p> <ul style="list-style-type: none"> Trust to have withdrawal plan from the school following new leadership appointments but still have agreed high level of monitoring 	<p>January 2022</p>	<p>DSSG</p> <p>Cost</p> <p>No additional Cost</p>	<ul style="list-style-type: none"> Plan for withdrawal agreed with the Headteacher and initiated from January 2022 High levels of monitoring remain in place to ensure that the school continues to make rapid progress 	<p>Who</p> <p>CEO</p> <p>How</p> <p>Meet with the Headteacher and DSSG to review withdrawal plan.</p>	<p>6.5</p>
<p>ELT to undertake a full review of how the school has moved from outstanding to inadequate</p> <ul style="list-style-type: none"> Review of School Leadership Trust processes and systems How do we ensure this never happens again 	<p>February/ March 2022</p>	<p>ELT</p> <p>Cost</p> <p>ELT time for review</p>	<ul style="list-style-type: none"> Full written review to be analysed by the Trust Board. 	<p>Who</p> <p>Trust Board</p> <p>How</p> <p>Analyse the ELT review findings and challenge Trust leaders</p>	<p>6.6</p>

				to ensure systems and processes now remain in place to ensure this never happens again.	
<p>Monthly report to the Trust Board on the progress of Woodlands against statement of action.</p> <p>Report to include</p> <ul style="list-style-type: none"> • Progress against actions • External reports on school progress • Next steps and any additional support that may be required 	To start from Feb. 2022	<p>DSSG</p> <p>Cost</p> <p>No additional cost</p>	<ul style="list-style-type: none"> • Trust Board to have received monthly reports on the schools progress and have opportunity to have Q&A session with CEO, DSSG and Headteacher 	<p>Who</p> <p>Trust Board</p> <p>How</p> <p>Question CEO and Trust Leaders monthly on progress of School</p>	6.7
Leadership Job descriptions for all new positions	January 2022	<p>HT</p> <p>Cost</p> <p>HT time</p>	<ul style="list-style-type: none"> • All new leadership roles have a detailed job description that link to the leadership roles and responsibilities 	<p>Who</p> <p>DSSG</p> <p>How</p> <p>Meet with Headteacher to check all leadership JD and ensure that they are fit for purpose.</p>	6.8

<p>Support and coaching for school leaders from the Trust Leadership team</p> <ul style="list-style-type: none"> Yearly coaching plan in place for Senior Leaders at Woodlands External leadership coaching for new Headteacher Twice weekly mentoring and coaching session for all Senior Leadership Team 	<p>December 2021</p> <p>Plan in place for support/Coaching and mentoring for new Headteacher weekly</p> <p>April 2022</p> <p>Extension of coaching and mentoring to all Senior Leadership Team.</p>	<p>DE/DSSG</p>	<ul style="list-style-type: none"> Senior leaders have regular support from the Trust leadership which allows the Trust to have a robust monitoring system in place for the school and supports the Leadership Team in making decisions to drive rapid improvement at school. 	<p>Who CEO</p> <p>How Review the coaching and mentoring support provided by Trust Leaders</p>	<p>6.9</p>
<p>Recruitment of new staff</p> <ul style="list-style-type: none"> Recruitment plan for Woodlands Review of all previous adverts New adverts to be written for all vacancies 	<p>December 2021</p>	<p>HT/ HCF</p> <p>Cost Additional recruitment drive for all roles £2000</p> <p>1-day HCF to plan</p>	<ul style="list-style-type: none"> To have recruited a sufficient number of staff to ensure that Woodlands has the capacity to move from inadequate to at least good. 	<p>Who DSSG</p> <p>How To review recruitment plan with Headteacher and ensure Trust support</p>	<p>6.10</p>

		<p>recruitment drive with Headteacher</p> <p>Additional £50,000 from Trust reserves to recruit additional staff</p>		<p>with appointments</p>	
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