



Granta School Rapid Impact Plan

December 2022 – September 2023

PRIORITY 1: CONSISTENTLY HIGH QUALITY PLANNING AND DELIVERY ACROSS THE SCHOOL

SUCCESS CRITERIA	SPECIFIC ACTIONS	WHO WILL LEAD THIS	MONITORING ARRANGEMENTS
New teachers receive a thorough induction that fully prepares them for curriculum delivery	Creation of a detailed teacher induction plan, regular meetings with a mentor, and a timely training plan to support this (Aut 22)	Lucinda Billington	New staff induction evaluation 2 months after joining date to learn strengths and any areas that need reviewing in the process
Teachers have access to more structured MTP overviews to support their planning across the curriculum areas	<p>Semiformal and Formal staff to access STEM Science MTPs to aid planning in Science going forward (Aut 22)</p> <p>Consideration of published schemes to support delivery of foundation subjects (Sum 23)</p> <p>Development of MTP overviews for English for current and next cycle, that explicitly detail lesson progression (Spr 23, Sum 23, Aut 23)</p>	<p>Lucinda Billington & Simon Page</p> <p>SLT</p> <p>SLT, Ruchi Datta to share exemplar</p>	<p>AHTs monitor Science and foundation subjects through planning looks, learning walks and work scrutiny (monthly)</p> <p>Completed overviews will be put on TEAMS for DHT/HT quality assurance These will be shared with teachers and feedback gained termly</p>
Senior leaders have assurance that quality of planning across the school is consistently good and address development needs of teachers timely where this is not apparent	The existing school MTP format is shared with all teachers with a clear expectation it needs to be used for half termly planning; exemplar of expected detail shared with all	AHTs	AHTs will check planning in TEAMS folders for Spring term to ensure the format is being used by all, with the right level of detail included



	<p>AHTs look at English weekly planning and give clear feedback to teachers</p> <p>AHTs triangulate planning with observations during TLC weeks and work scrutiny activities to ensure rigorous quality assurance of QoE and clear next steps identified</p>	<p>AHTs</p> <p>AHTs</p>	<p>AHTs will feedback on teacher progress in SLT meetings with DHT & HT</p> <p>AHTs will feedback on teacher progress in SLT meetings with DHT & HT</p>
Senior leaders have clarity around monitoring expectations for their pathways	Creation of a monitoring schedule of activities that details timeframes for AHTs to complete a range of triangulation activities to aid judgements around the QoE in their pathways (Aut 22)	Ruchi Datta	<p>Shared with SLT in Dec 22 ready for implementation in Spr 23; feedback will be regularly sought at SLT meetings</p> <p>Budgets requests will be monitored by RD to ensure adequate resources to match topics are being requested</p>



PRIORITY 2: HIGH QUALITY EARLY READING TEACHING AND LEARNING ACROSS THE SCHOOL

SUCCESS CRITERIA	SPECIFIC ACTIONS	WHO WILL LEAD THIS	MONITORING ARRANGEMENTS
New teachers have access to Rocket Phonics training as part of their induction	New teachers receive access to the recorded Rocket Phonics training prior to joining the school with a clear deadline on induction process for completion	Lucinda Billington (induction plan) & Ruchi Datta (recorded training access)	AHTs monitor through planning looks and drop ins that Phonics delivery is in line with the programme and that pupils have access to well matched decodable texts to systematically apply their phonic skills to reading (weekly)
All teachers have access to focused Reading CPD as appropriate to their pathway	Formal Pathway teachers visit local mainstream English lessons to observe best practise in Reading (Spr 23) Internal CPD takes place for all teachers via teacher meetings in pathways (Spr & Sum 23)	Ruchi Datta Ruchi Datta with Natalie Faulkner for FP, Sarah Crouch for SFP Ruchi Datta will also liaise with CCC curriculum support services.	Teacher feedback will be sought following visits including how they will use what they have learned in their own practise (SP) Teacher feedback will be sought at the end of training, including how they will use what they have learned in their own practise; progress will be monitored by AHTs
All teaching assistants have access to quality training in Early Communication, Phonics and Guided Reading	Relevant CPD takes place for all TAs (Spr & Sum 23)	Natalie Faulkner for FP Reading, Sarah Crouch & Lucinda Billington for SFP. Kate Fletcher to support with early communication CPD. SLT to also liaise with CCC curriculum support services & SALT.	TA feedback will be sought at the end of training, including how they will use what they have learned in their classrooms; progress will be monitored by AHTs



PRIORITY 3: BEHAVIOUR OF PUPILS IS CONSISTENTLY WELL MANAGED ACROSS THE SCHOOL

SUCCESS CRITERIA	SPECIFIC ACTIONS	WHO WILL LEAD THIS	MONITORING ARRANGEMENTS
New pupil behaviours are quickly and effectively responded to and existing behaviours are thoroughly analysed and planned for	Teachers have a good understanding of pupils joining their class through planned annual transition activities that includes access to updated documents (May 23)	Emma Stubbings	Plan to be shared with SLT by April 23
	Teachers have access to CPOMS chronologies and documents for all students in their class in order to understand prior analysis of behaviours and actions taken to date (Jan 23)	Ruchi Datta	DHT B&W will monitor through discussions with teachers
	Additional capacity is provided to the Senior Leadership Team to ensure timely intervention	Governors to approve, Ruchi Datta to lead recruitment process with Chair of Governors (Aut 22, Spr 23)	Governors to monitor through staff voice and behaviour data
	Pupils with ongoing behaviours that challenge are referred to external agencies for further assessment and to support in-school planning	Sarah Crouch (Aut 22), behaviour & wellbeing DHT thereafter	Actions will be evident on CPOMS and those missing followed up by Ruchi Datta
	Teachers receive further training on STEPS analysis tools and writing of Risk Reduction Plans	Sarah Crouch and Ruchi Datta, with support as required from CCC STEPS team	Staff feedback post training



	<p>Audit of all current IBPs and RRP</p> <p>Teachers update RRP and associated pupil risk assessments timely, at least annually and when new behaviours emerge</p> <p>A rolling calendar of STEPS training is planned for the year, ensuring new starters receive training within their first half-term in post and that there are regular skills refreshers (Aut 22)</p>	<p>Sarah Crouch (Aut 22), behaviour & wellbeing DHT following up thereafter</p> <p>SLT</p> <p>SC / B&W DHT</p>	<p>Results in clear list of those out of date/not high quality, for follow up with teachers, to be shared with SLT</p> <p>Adherence to timelines monitored by AHTs, RRP will be uploaded to CPOMS document vault and those missing followed up by DHT/HT</p> <p>Staff feedback post training, clear training register monitored by RD and Safeguarding Gov</p>
CPOMS is used effectively to document all actions, communications with staff/parents, key documents in order to provide a clear chronology and rationale for interventions	<p>Teachers updated regarding CPOMS expectations</p> <p>Chronology monitored and actions followed up</p>	<p>Ruchi Datta</p> <p>SLT, then B&W DHT</p>	<p>SLT will monitor through use, Safeguarding and H&S link</p> <p>Governors will monitor through sampling activities during termly visits</p>
The school works timely with external professionals in order to fully assess and meet pupil need	<p>Additional capacity in meeting sensory needs is sourced externally and commissioned (Aut/Spr 22)</p> <p>LA STEPS team provide commissioned support as per support package to schools with a focus on effective debriefing following incidents (Spr 22)</p> <p>Meeting with the LA regarding package of support for particular</p>	<p>Ruchi Datta</p> <p>Ruchi Datta, Sarah Crouch</p> <p>Ruchi Datta, B&W DHT</p>	<p>Feedback from teachers gained around impact, analysis of behaviour data by DHT B&W</p> <p>Post training feedback from staff</p> <p>Governors will monitor this progress</p>



	<p>high need pupils, including PBS/specialist SALT involvement, or increased funding request in order to commission our own (Spr 22)</p> <p>Additional capacity in meeting complex communication needs (that lead to behaviour) is sourced externally and commissioned (Spr/Sum 22)</p>	SLT	<p>Feedback from teachers gained around impact, analysis of impact for individual pupils assessed by Communication LL and DHT B&W</p>
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