

Annex J – Progress Report Template

Emergency Funding Monitoring	
Authorised by (Senior Responsible Officer):	██████████
Position:	CEO
Organisation:	Cabot Learning Federation
Date:	12/07/2019
Grant Reference:	██████████
Reporting Period:	16/04/2019-12/07/2019

Please summarise the main activities which have been delivered in this reporting period:

The main strands of activity from April – July 2019 have been:

- ██████████ (CLF CEO and NLE) and ██████████ (Director of CLF Institute) supporting ██████████ (SAB Principal)
- ██████████ (CLF Safeguarding Lead) reviewing, auditing and supporting improvements to safeguarding alongside SAB leaders
- ██████████ (CLF HR Director) appointing and supporting an HR manager employed by SAB, 3 days pw, to support management of change and redundancies
- CLF School Improvement team support for SAB Year 11 teachers in preparation and raising attainment through to GCSE exams
- CLF brokered support for SAB SENCO and practical help with SEND provision
- Introduction of maths and phonics schemes, training and support for implementation - Maths No Problem, and Read Write Inc, with support from the English Hub
- Maths subject knowledge enhancement for SAB Primary staff, provided by a maths SLE who works with the Boolean Maths Hub and CLF Institute
- Primary teacher development, mentoring and coaching, provided by a primary teacher trainer who works with UWE Education Department and CLF Institute
- ██████████ (consultant Exec leader with Steiner experience) has provided leadership development/coaching and support for HR processes, policies, investigations and communication
- Elementa (██████████ and ██████████) support with staff recruitment, Team Teach training and support with behaviour plans.

Delivery Objectives	Key Performance Indicators (KPIs)	Please detail progress against delivery objectives and KPIs:
Write Ofsted Action Plan in response to Nov 2018 inspection report	Ofsted Action Plan written and submitted	Completed. [REDACTED] (CLF CEO/ NLE) started working with [REDACTED] (SAB Principal) in Jan 2019 and writing an improvement plan in response to the Ofsted AFIs, produced Feb 2019.
Support and monitor implementation of Ofsted Action Plan (NLE working with Principal) Coaching for Principal from NLE (fortnightly 1:1s scheduled)	Regular coaching in place for Principal from NLE Evidence that milestones on Ofsted Action Plan are being met	On-going. [REDACTED] has provided regular coaching for [REDACTED], both through formal fortnightly 1:1 meetings and informal continuous phone contact and support. Progress against the Ofsted AFIs has therefore been supported and continuously reviewed. However, progress has been slow (slower than expected) due to lack of clarity around governance, a deficit of leadership experience/efficacy in the school, the interpretation of Steiner principles being both unclear and used as a barrier to compliance and improvement, and turbulence in staffing. [REDACTED] has maintained regular contact with [REDACTED] and team, to update, monitor and project manage the support and intervention activities happening on a weekly basis, by email, phone and visits to SAB. Therefore operationally the plan has been implemented, a large amount of external support has gone into the school and all activity has been monitored. (Formal reviews to establish impact were scheduled for Term 6, in order to give some time for some of the support to be taken in.)
Write and Implement Safeguarding Action Plan Coaching and development for SLT on leading and holding to account on Safeguarding (SG) policies and procedures	Safeguarding Action Plan written and actions being implemented Senior leaders confidence to implement Safeguarding policies and hold staff to account for applying these is increased and evident in SG audit	On-going. [REDACTED], CLF Safeguarding Lead, visited the SAB site, reviewed and provided feedback on urgent concerns about policy and practice, e.g. restraint policy, met with [REDACTED] (30/01/19). [REDACTED] fed back to the AMC and visited the site on several occasions in Term 4&5. [REDACTED] has now completed a full SG and H&S audit (Term 6 Wk 1) to provide current appraisal now that the Academy has had time and support to work on the most urgent issues during Term 4&5.

		<p>There has been progress on the 'Red' (and 'Amber') RAG-ed areas in the SG audit and the school is safer and compliance is more widespread and enforced through better policies and standardised operating procedures. However there has been little improvement in establishing a culture of safeguarding, neither driven by leadership nor in whole staff attitudes and behaviours.</p> <p>In Term 6 [REDACTED] is providing supervision for RC, who will be leaving the school at the end of the academic year. [REDACTED] has taken on the DSLO responsibility following the SG Audit and since RC's resignation.</p>
Commission an Integrated Curriculum Financial Planning audit and Finance support	ICFP completed	Not completed. (See note below.)
Write and Implement Year 11 Raising Attainment Plan (RAP): sharply focused plan for the last 12 weeks of teaching – content, revision, exam techniques; individual student plans	<p>Year 11 teachers and students well-prepared for GCSE revision and exams; Year 11 teachers use raising attainment strategies and subject-specific exam prep</p>	<p>Completed.</p> <p>[REDACTED], CLF Institute Director of School Improvement, and [REDACTED] visited SAB for half day (14/03/19), met with [REDACTED] (SAB KS4 lead), learning walk through all Y11 teaching, to inform plan for subject-specific support/intervention:</p> <ul style="list-style-type: none"> • All SAB Year 11 teachers joined CLF Raising Attainment Leaders meeting and respective CLF subject network meetings (Federation Network Nights, FNN), linked up with FNN subject leaders (CLF SLEs) for En Ma Sc Gg MFL (wk beg 11/03/19) • Year 11 teacher visits to CLF Academies to observe Y11 teaching (wk beg 25/03/19) • [REDACTED] visited CAB to look at Y11 teaching and RA with [REDACTED], Vice Principal at CAB and RA lead (wk beg 25/03/19) • Maths resources provided to [REDACTED] by CLF maths lead • Identified temporary maths teacher for Term 5 (2 days pw) to cover due to absence of SAB maths teacher • Sourced exam desks and chairs from a CLF Academy and transported to SAB.
<p>Coaching and development for Senior and Middle Leaders focused on leading rapid improvement of quality of teaching.</p> <p>Senior and Middle Leader professional development, focusing on leadership, skills and</p>	Coaching for leaders in place leading to improved compliance with SAB policies and consistency in following	<p>On-going.</p> <p>[REDACTED] (consultant Exec leader with experience from Steiner Hereford) (paid for by the SSIF), has provided leadership</p>

tools e.g. confidence to hold challenging conversations, accountability, line management, self-evaluation and improvement, using data.	whole school teaching approaches	development/coaching and support for HR processes, policies and communication. [REDACTED] has worked with Senior and Middle Leaders.
SENCO support with EHCPs, review of SEND provision and gaps, access arrangements for SATs and GCSEs	SENCO support in place	<p>On-going.</p> <p>Support has been provided for [REDACTED] (SAB SENCO) from a CLF SLE SENCO (phone and email support, two day visits 26/02/19, 26/03/19 – visit notes and recommended actions provided) and then additional practical help from SENCAT (brokered by CLF – 10 days assisting the SAB SENCO) and further support from [REDACTED] (senior SENCO/Headteacher) in Term 6 (notes of visit provided).</p> <p>The impact of this support so far can be seen in the SEND review conducted in Term 6. Further support from SENCAT and [REDACTED] is already arranged for Sept 2019, for assessments and referrals and leadership capacity.</p>
Commission HR support	HR support in place	<p>[REDACTED] (CLF HR Director) appointed an HR manager (11/04/19) to be employed by SAB, 3 days pw, to support management of change and redundancies during Term 5&6 – started 01/05/19.</p> <p>Mentoring and support for this HR manager provided by CLF HR Deputy Director.</p>
Maths Hub – maths support for subject knowledge and pedagogy (teaching for mastery approaches, complementing introduction of Maths No Problem scheme and resources)	Primary staff completed maths SKE (4 wk course)	<p>On-going.</p> <ul style="list-style-type: none"> [REDACTED] (Maths Hub SLE) led 4 maths subject knowledge enhancement (SKE) sessions (29/03/19, 05/04/19, 16/05/19, 24/05/19), with a group of 10 Primary staff. [REDACTED] attended one session (to observe staff engagement and for QA) and viewed content and resources. Staff completed an evaluation at the end of session 4 (evaluation forms available) This SKE course was "Mathematical Confidence and Growth Mindset" - it focused on building a solid subject knowledge base, use of representations (concrete – pictorial – abstract), building pupil and staff confidence. Colleagues were encouraged to ask questions, trial things over time and reflect on the approaches - whilst looking at the whole learning journey from early conceptual development to more formal strategies.

		<ul style="list-style-type: none"> • Next steps: <ul style="list-style-type: none"> ○ Build on teachers' subject knowledge and develop teaching and learning approaches that involve problem solving and reasoning, including recommending and generating resources to supplement the Maths No Problem textbook scheme that SAB has purchased - this will require a further series of CPD sessions (external input) from Sept 2019. ○ Further development of general pedagogy – planning, differentiation (building on individual teacher mentoring in Terms 5&6). ○ Identify and develop a maths leader for the primary phase – this would support continuing improvement in maths provision.
English Hub – oracy/literacy support for subject knowledge and pedagogy (complementing introduction of Read Write Inc scheme)	English Hub support and training for implementing RWI completed	<p>On-going.</p> <ul style="list-style-type: none"> • Initial training took place 23-25/04/19 – staff feedback was that the training was of high quality. • [REDACTED] (English Hub lead, NEXUS Teaching School Alliance leader and Regional Teaching School Leader for sub-region A), has organised funding for RWI training and purchase of resources (cost of difference in training and support with implementation is met by SSIF). • Next steps: <ul style="list-style-type: none"> ○ Continued support for implementation, including modelling, in-class support. ○ English Hub CPD and open days – recommend some SAB staff to attend. ○ Further SLE support for oracy/phonics interventions, SPAG programme, guided reading, weekly spellings and 'talk for writing' strategies. ○ Writing moderation with CLF primaries ([REDACTED] has attended; other SAB staff to be involved).

Teaching and learning development: subject knowledge enhancement and improving teaching programme with T&L coaching in and out of classrooms	<p>Mentoring/coaching to support teachers' improving quality of teaching and learning in place; evaluation feedback from mentors/coaches, teachers and leaders indicates positive impact.</p> <p>Some progress seen, but much more work to do and several new staff, with further changes for Sept.</p> <p>Trackers show pupils making rapid progress and meeting %target working at ARE. Not yet achieved.</p> <p>80% teaching observed to be at least Good. Not yet achieved.</p> <p>90% teaching observed to be compliant with Academy curriculum, policies and expectations. Not yet achieved.</p>	<p>On-going.</p> <ul style="list-style-type: none"> ██████████ (Primary teacher trainer) and ██████████ met with ██████████ and ██████████ (SAB T&L lead) (5/04/19) to plan a programme of coaching and in class mentoring for a group of primary staff identified as having potential to improve their teaching to have greater impact on pupils' learning. ██████████ provided a series of 10 days (1 day pw, Thursdays, in Term 5&6) teacher mentoring, supported by ██████████ coaching/checking progress on individual teachers' weekly targets, to support improving the overall standard of teaching, assessment, application of school approaches e.g. re-drafting. ██████████ has provided an interim summary of her actions and teachers' targets and an evaluation of progress seen in teaching so far. Next steps: <ul style="list-style-type: none"> Further support with planning (for maths and English and new curriculum). Integration of themes from whole school CPD, e.g. differentiation (see SENCO visit notes) into targets to support improvement on whole school issues. <p>██████████ (AMC member) completed a review of teaching and learning (27/06/19) (report available) – this identified some improvements as a result of ██████████ work and some new staff joining, and overall weaknesses in planning and differentiation and behaviour management.</p>
PP review and support for Principal to implement emerging actions	<p>PP review completed</p> <p>PP actions commenced</p>	<p>Review completed. Actions arising – on-going area for development.</p> <p>██████████ (consultant, former HMI, employed by CLF) completed a Pupil Premium review (12/06/19) (report available)</p>
SEND review and support for SENDCo and teachers to implement strategies to meet the needs of individual pupils	<p>SEND review completed</p> <p>All pupils with EHCPs receive entitled provision and make good progress. Not yet achieved.</p>	<p>Review completed. Actions arising – on-going area for development.</p> <p>██████████ completed a review of SEND provision (2/07/19) (report available)</p>

	SEND policy fit for purpose SEND interventions in place	
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Please provide details of any slippage against delivery objectives and reasons for this (if applicable):

The action plan in the original Emergency fund application was due to be commenced Feb 2019. A range of activity took place from Jan – Apr, but the grant was awarded in April so the timeline for much of the support in the delivery plan has adjusted and we have assumed that we will continue into Autumn which will become our 'Term 2' delivery period.

- ICFP – postponed until Sept 2019 (by 30/09/2019)

██████████, CLF Finance Director, started completing the ICFP – initially the deadline to return this to the DfE was 09/06/19, but this piece of work has been postponed to Sept (with the agreement of the DfE) when there is more clarity about the leadership and staffing structure and curriculum.

- Curriculum review, re-design, development and planning

The curriculum work has been delayed whilst waiting for a clear vision and intent from SAB and/or clarity from the incoming trust about curriculum – whether they will bring in a curriculum, whether the future curriculum will be a blend with Steiner principles, ... once these are established, the CLF will support the development and implementation of a new curriculum and associated planning. This work will now take place in the Autumn 2019.

The work that we prioritised in Term 4-6, we believed was more urgent, in securing safety, safeguarding, Y11 GCSE preparation, transition arrangements for Y9&10 students, and improving teaching and learning in the Primary phase.

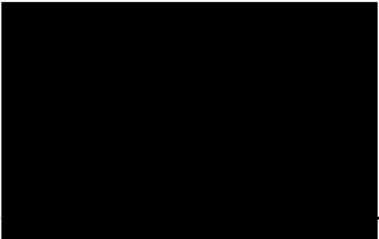
We undertook a research visit to Steiner Academy Hereford to look at their curriculum, teaching & learning, and educational practice; this provided a sort of baseline in advance of reviews of PP, SEND etc. We have not yet undertaken a detailed review or revision of the PSHE curriculum provision, including safeguarding education, PREVENT, British Values, CEE, although the lack of teaching about safeguarding etc was flagged in the safeguarding audit.

- Leadership development programme

Various support has been provided for leaders (Principal, Senior and Middle Leaders) by CLF leaders and by ██████████. The Senior Leaders should participate in the NPQSL programme during AY2019-20 but will additionally need working alongside and access to strong models.

Please provide details of spend in this reporting period:			
Reporting period: (16/04/2019 to 12/07/2019)			
	Grant total across all terms	Spend in reporting period	Remaining grant
Delivery	91,340	52,120	39,220
Resources/external	23,000	7,000	16,000
Administration	3,600	1,800	1,800
Project Management	4,500	2,250	2,250
Travel and Subsistence	0	270	-270
Evaluation and Monitoring	1,500	0	1,500
Total	123,940	63,440	60,500

Please provide any other information which you feel may be helpful:

Signed (Senior Responsible Officer)  Date 12/07/2019