

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<i>What needs to change e.g. teacher behaviour, student behaviour, attainment?</i> <i>What problems are we solving?</i> Teachers - Due to significant redundancy and maternity leave in September 2024, new staff are unaware of school curriculum approaches and policies, vision and values. - Reduction in number of staff due to redundancy has resulted in less support/leadership to be offered to new teaching staff covering the maternity cover. - Teaching staff returning to school after maternity leave not knowing the new changes that have been put in place. - Capacity for change has been reduced because there is a need for more focused and substantive induction process. (66% of teachers are on maternity leave.)	<i>What are the essential 'active ingredients' of the intervention?</i> <i>What activities and behaviours will you see when it is working?</i> Active ingredient 1: Fidelity to the sequences of learning in school. - Teachers know what key skills and processes are needed to follow: Talk for Writing, Rainbow Grammar and Mastery maths- NCTEM. - Teachers are aware of the non-negotiables that keep the fidelity of the teaching approach. - Teachers are aware of the long-, medium- and short-term planning across the curriculum. Active ingredient 2: supportive approach to ensure a consistency in pedagogy across the school. - SLT are monitoring the teaching and learning across the school to ensure fidelity to the teaching approaches and sequencing of learning is consistent across school. Opportunities given for observing deputy teaching lessons to learn from, 1:1 discussions about improvements in pedagogy and self-reflection using a coaching approach. - Maternity cover staff given performance management to ensure supporting the individual needs and developing their pedagogy.	<i>How will it be done?</i> <i>What blend of activities are required?</i> - Extra INSET day for training in September 2024. completed - New teaching staff invited to the INSET day in June 2024- completed. - New teaching staff given training on Rainbow Grammar and Talk for Writing. - Clear induction and time to read the policies in September. completed - Monitoring and support given by the headteacher and deputy an adapted to the needs of the staff. - ECT given support following the national program of support. - Keeping in touch days are used to ensure staff on maternity leave are kept up to date on changes implemented- oracy and improving attendance. - Explained to leadership team/governors the impact of staffing on the capacity for change will be reduced during Full Governors meetings. - New maternity cover staff supported by the teacher on the maternity leave before they leave- opportunities for a more thorough handover- in July and September and Keeping in Touch days. Completed - English lead monitoring books and lessons and adapting training needs to meet the staff's areas for development. - Maths lead- Keeping in Touch days to observe teachers and give individual feedback and to SLT. - Staff meeting time to discuss school procedures- target meetings, progress meetings, pupil premium learning journey, IEPs, reading staff handbooks and policies.	<i>How will you know that it is working?</i> <i>Do staff feel the approach is feasible and useful?</i> Short term- by December 2024 - New teachers understanding the sequence of learning to be followed in Talk for writing, Rainbow Grammar and mastery maths- NCTEM. - Leaders are aware of the teaching and keeping fidelity to the teaching approach and what support is needed. - Governors aware of the capacity for change in school and are realistic and supportive of the SLT on what can be achieved across the school. - Leadership team is meeting teachers to discuss targets and what support is needed. Medium term- by April 2025 - New teachers are following the fidelity of the teaching programs in Rainbow Grammar, Talk for Writing and Mastery Maths. - Books show progress in attainment and meeting targets set in the autumn term 24. - Staff on maternity leave are aware of changes in school and are feeling supported to come back to work in the summer term. - Leadership team is meeting teachers to discuss progress towards the targets and what support is needed. - Leadership team is monitoring pedagogy and offering individual support to improving their teaching. Long term- by July 2025 - Returning staff from maternity leave are ready to make changes as they have been kept up to date on throughout the maternity leave on training and changes to the teaching sequence. - The leadership team is meeting teachers to discuss progress towards the targets and what support is needed.	<i>How will pupils, teachers and the school benefit? What do we want our plan to achieve? How will all the stakeholders benefit?</i> - The risk to inconsistency of pedagogy has been significantly reduced because of the support and monitoring in place from the leadership team. - The sequence of learning across the school is keeping to the fidelity of the planning because of the monitoring and support given by the Senior leadership team. - Maternity cover and teachers returning from maternity have strong understanding of the sequencing of the teaching and learning as they have kept updated on changes and supported in their roles and individual teaching needs. - Most pupils are meeting targets set from the autumn term 2024 and where not teachers and leaders have a clear narrative and understanding of what is needed to support them to get back on target in the coming months and year to make rapid progress.