# Buckfastleigh Primary School

# Post Ofsted Action Plans

# February 2018

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## Top Level Plan

| Objective 1 What outcome are we trying to achieve? | | Specifically by making sure | Actions What will be the specific actions taken to achieve the objective? | Success criteria How will we know if the actions have been successful? | Timeframe and owner When will the actions be completed and by whom? | Costs What are the financial implications of the actions? | Monitoring How will improvements be monitored? |
|---|---|---|---|---|---|---|---|
| 1 | Improve the effectiveness of leadership and management, including governance, by making sure that | | | | | | |
| 1.1 | | leaders' plans for improvement link more closely to improving the quality of teaching and learning | Subject Leaders identified and briefed<br><br>All improvement plans need to focus on improving the quality of teaching (and then to have impact on standards) | All plans and performance management objectives clearly link to school improvement priorities | JH by end Dec (done)<br><br>JH by 23 Feb (done) | - | Plans to be reviewed by RS and GB and review dates agreed |

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|---|---|---|---|---|---|---|---|
| 1.2 | | governors, including trust officers, have a precise picture of the school's effectiveness so they can hold leaders rigorously to account | External review of governance 27th March | | GB 27th Mar | Cost of Ext reviewer ~£300 ? | Done |
| 1.3 | | leaders and governors gain an exact understanding of the extent of poor behaviour by pupils and take effective action to eliminate it | Identification of a behaviour approach based on evidence and implementation of that approach. | In June, in 100% of all lessons pupils show respect to the teacher (and other adults) and their classmates. | Implementation JH by 2 Mar | ~ £550 Training pack and staff hours | Done |
| 1.4 | | performance management targets are precise and relevant, so that teachers can develop their practice and be held to account more efficiently | PM objectives set in line with whole school priorities | All teachers have PM objectives | JH by 23rd Feb- Done | - | JH/RS Reviewed 20th Feb 18 |
| 1.5 | | leaders develop further the skills of middle leaders so that they can check on and influence improvements in teaching | Adoption of distributed/shared leadership with coaching and mentoring.<br><br>June 18 Subject leaders can talk confidently about quality of teaching and | All teachers have a subject area to work on | JH by end Dec 17 | Release time- half day per subject area each half term | JH/GB Monitor and review half termly |

| | | learning in their subject area | | | | |
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| Objective 2<br>What outcome are we trying to achieve? | | Specifically by making sure<br><br>Actions<br>What will be the specific actions taken to achieve the objective? | Success criteria<br>How will we know if the actions have been successful? | Timeframe and owner<br>When will the actions be completed and by whom? | Costs<br>What are the financial implications of the actions? | Monitoring<br>How will improvements be monitored? |
|---|---|---|---|---|---|---|
| 2 | Improve the quality of teaching so that it is consistently good or better | | | JH | | |
| e | | raising teachers' expectations of what pupils can achieve across all subjects with a special focus on Phonics/Reading, Writing and Mathematics<br><br>For actions- see individual plans | Phonics<br><br>• % of pupils passing Y1 phonics screening will be at Nat Average or above<br><br>• % of pupils passing revisit (Y2) Y1 phonics screening will be at Nat Average or above<br><br>• % KS2 writing at end of KS2 will be at Nat Average or above<br><br>• Pupils in FS will be able to develop and apply their writing skills across the curriculum at all opportunities consistently | Post Ofsted Priorities (POPs)<br><br>JPS- English: Writing, Phonics<br>JPS- EYFS<br>SR:Reading Engagement & Progress<br>CI –Behaviour, PSHE, Pupil Voice, British Values, Science<br>TE- Mathematics & RE Engagement & Progess<br>DW- Healthy Lives and Sports/PE<br><br>Other school improvement areas<br><br>• RK- SEND & | Accelerated Reader set up: £5100 over 3 years<br><br>Phonics Apps : See MM/PC<br><br>Behaviour training: £550 | Accelerated Reader in and will be ready I Sept 2018 (piloted in Y2/3 in Summer 2018)<br><br>Governor visits |

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|---|---|---|---|---|---|---|
| | | | Reading<br><br>• % of KS1 readers will be at Nat Average or above (inc less able readers)<br><br>• All pupils reading at least 5 times a week, recorded in reading records.<br><br>• Increase in % of pupils who feel reading is worthwhile from 20% to at least 80%. | Arts, Music (Incl Singing), MFL<br>• CJ- Computing | | |
| 2.2 | | providing pupils, particularly the most able, with more opportunities in mathematics to use and apply their skills to deepen their understanding | Maths<br><br>• Increase in % pupils achieving GD to national levels in KS2 and KS1 specifically in reasoning and problem solving | TE | | |
| 2.3 | | ensuring that all staff have a good understanding of how to teach phonics effectively | Phonics<br><br>• Teaching of phonics will be good or better from observations | JPS | - | |
| 2.4 | | ensuring that teachers across the school plan activities that are not too hard or too easy for pupils. | As 2.1 | As 2.1 | - | |

| Objective 3<br>What outcome are we trying to achieve? | | Specifically by making sure | Actions<br>What will be the specific actions taken to achieve the objective? | Success criteria<br>How will we know if the actions have been successful? | Timeframe and owner<br>When will the actions be completed and by whom? | Costs<br>What are the financial implications of the actions? | Monitoring<br>How will improvements be monitored? |
|---|---|---|---|---|---|---|---|
| 3 | Improve the personal development, behaviour and well-being of pupils | | | | | | |
| 3.1 | | ensuring good behaviours for learning through eradicating low-level disruptive behaviour | Ensure adherence to behaviour approach | April 18<br>95% lesson time devoted to learning not behaviour management.<br><br>By June<br>All lesson observations and learning walks have behaviour at 'outstanding' | JH (CI) | See above 2.1/2.4 | JH during weekly monitoring |
| 3.2 | | taking more robust action to improve the attendance of pupils who are persistently absent, so pupils can benefit from their education. | Informing, enforcement and celebration see Action Plan | April 18<br>Girl PA attendance 90%+ PP PA attendance 90%+<br><br>June 18 | JH (MF) | - | JH during weekly monitoring |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | Girl PA attendance 96.1% PP PA attendance 96.1% | | | |

## Post Ofsted Action Plan- Attendance

**What is required:**
Improve the personal development, behaviour and well-being of pupils by

**3.2** taking more robust action to improve the attendance of pupils who are persistently absent, so pupils can benefit from their education.

**Current position:** data and results/Ofsted and book reviews/pupil conferences etc

Leaders continue to work with outside agencies and families to improve the attendance of girls and disadvantaged pupils, who are more persistently absent. This is a concern, because it is affecting their progress, particularly that of girls. (Ofsted 2017)

PA (<90%) Girls    Sept-Feb 9th    85.18%

PA (<90%) PP      Sept-Feb 9th    85.39%

**End of year success criteria (June 2018):**
What specific thing will we be able to measure, evaluate and review?

Decrease in the number of pupils who are PA

**Rationale:**
Higher attendance will lead to higher attainment

**Predicted Impact on learners and staff:**
What will it look like when it happens- what will we see

Pupils in school, learning at 90% and above

### Success criteria

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced).
- Time bound (time/cost limited, time-sensitive).
- Evaluated
- Reviewed

| Actions | Member of staff leading and accountable | Monitoring | Cost /Resources | Success criteria How will we know if the actions have been successful? | |
|---|---|---|---|---|---|
| What will be the specific actions taken to achieve the objective? | | How will improvements be monitored? (by whom, by when and how) | Will this require people, time, materials? | Key Milestone1 April 2018 | Key Milestone2 June 2018 |
| Identify PA girls and PP pupils | MF | JH will check lists and weekly tracking | | | |
| Produce specific weekly tracking monitor for each of those groups | MF | | | | |
| Notify teachers of up to date PA attendance | MF | | | | |
| Issue letters (green, amber, red) to parents/carers when attendance is below 90%, warning, formal meeting with HT, EWO referral Copy to class teachers for signing and return to MF | MF | JH will check all letters before sending. | | Letters issued: Green – Feb Amber – April Red- as required (note for next year: Green- Mid Nov) | |
| Award certificates for attendance Award Keith McHoot, Attendance Owl to class Award Snowy McHoot to a 100% attender (randomly chosen) | CI CI CI | JH to check this is done weekly. | | In place Girl PA attendance 90%+ PP PA attendance 90%+ | Girl PA attendance 96.1% PP PA attendance 96.1% |

## Evaluation Process

(who, when, how?):  Evaluation of impact by governor group in Spring 2 and Summer 2

Key evaluation questions (at least three) for governors:

- Has girl PA absence improved?
- Has PP PA absence improved?
- What has had the most impact on improving attendance?

## Post Ofsted Action Plan - Behaviour

**What is required:**
Improve the effectiveness of leadership and management, including governance, by making sure that:
**1.3** leaders and governors gain an exact understanding of the extent of poor behaviour by pupils and take effective action to eliminate it

Improve the personal development, behaviour and well-being of pupils by:
**3.1** ensuring good behaviours for learning through eradicating low-level disruptive behaviour

**Current position:** data and results/Ofsted and book reviews/pupil conferences etc

- A small proportion of pupils throughout the school do not have positive attitudes towards learning and too frequently, pupils disturb one another's learning when they find the work not well matched to their needs. C.f. 2.1 & 2.4

- Too often, pupils lose concentration and chatter to each other while the teacher is talking.

- Pupils do not always respond quickly enough to teachers' instructions.

- In discussion with pupils, across a range of year groups, there were complaints that the behaviour of their classmates is not always good and they find it difficult to concentrate at times.

(Ofsted 17)

**End of year success criteria (June 2018):**
What specific thing will we be able to measure, evaluate and review?

- Pupils are ready to learn in all lessons:
  Shown by attention, quick to start, listening carefully to instructions

- Pupils show respect to the teacher (and other adults) and their classmates:
  No talking or calling out, staying in seats, staying on task.

- All lesson time devoted to learning not behaviour management

### Success criteria

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced).
- Time bound (time/cost limited, time-sensitive).
- Evaluated
- Reviewed

| | |
|---|---|
| **Rationale:**<br>Use of Ready, Respect and Safe as our Steps to Success will lead to consistent behaviours in school especially as they are underpinned by Visible Consistency of adults and an agreed behaviour approach that can be used by all adults in all situations. Consistency of high expectations will permeate all behaviour. | |
| **Predicted Impact on learners and staff:**<br>What will it look like when it happens- what will we see<br><br>Adults:<br>Visible Consistency: Welcoming, Positive, Calm<br>Pupils:<br>Ready, Respect, Safe | |

| Actions | Member of staff leading and accountable | Monitoring | Cost /Resources | Success criteria How will we know if the actions have been successful? | |
|---|---|---|---|---|---|
| What will be the specific actions taken to achieve the objective? | | How will improvements be monitored? (by whom, by when and how) | Will this require people, time, materials? | Key Milestone1 April 2018 | Key Milestone2 June 2018 |
| Identify Visible Consistencies for adults to develop 'excellent adult behaviour' Identify three rules. | JH | JH/JPS/CI | Focus Group Mixture of SLT/Teachers/TAs /MDS/Parents/Govs Two sessions of 90 minutes Cost: Pay support staff per hour Online course £495.00 | Consistencies identified Three rules identified | - |
| Train all staff including MDS including Stepped Sanctions, Microscripts and Above and Beyond | CI | JH Observation, Learning walks, SurveyMonkey | Twilight. Arranged for February | 80% of all staff showing Visible Consistencies | 100 % of all staff showing Visible Consistencies |
| Introduce Ready, Respect, Safe – The three steps to success- to pupils | CI | JH | Assembly time | A sample of pupils on any day can say what the three steps to success are. | A sample of pupils can explain 'stepped sanctions' and 'Above and Beyond'. |
| Introduce Stepped Sanctions, Above and Beyond- to pupils. | CI | JH | Assembly time | | |
| Explain new behaviour approach to parents | CI | JH | Newsletter (suggestion from | | |

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|---|---|---|---|---|---|
| | | JH to monitor behaviour in lessons on at least a weekly basis.<br><br>CI to monitor behaviour in corridors, lunch hall, playtime including lunchtimes, and to discuss behaviour in lessons with school council. Report to SLT fortnightly, in writing. | Governor – leave until Autumn 2018) | In 80% of all lessons, pupils are ready to learn:<br>Shown by attention, quick to start, listen carefully to instructions<br><br>In 90% of all lessons pupils show respect to the teacher (and other adults) and their classmates:<br>No talking or calling out, staying in seats, staying on task.<br>All lesson time devoted to learning not behaviour management. | In 100% of all lessons, pupils are ready to learn:<br>Shown by attention, quick to start, listen carefully to instructions<br><br>In 100% of all lessons pupils show respect to the teacher (and other adults) and their classmates:<br>No talking or calling out, staying in seats, staying on task.<br>All lesson time devoted to learning not behaviour management |

## Evaluation Process

(who, when, how?):  Evaluation of impact by governor group in Spring 2 and Summer 2
Key evaluation questions (at least three) for governors:

- Are pupils ready to learn in lessons? Shown by attention, quick to start, listening carefully to instructions. C.f. 2.1 & 2.4
- Are pupils showing respect to the teacher (and other adults) and their classmates? Shown especially by no talking or calling out, staying in seats, staying on task. C.f. 2.1 & 2.4
- Is all lesson time devoted to learning (not behaviour management) c.f. 2.1 & 2.4
- What do pupils say about learning behaviour in lessons? Compare to Ofsted Dec 17

## Post Ofsted Action Plan-Early Years

**What is required**:

2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve across all subjects with a special focus on Reading

2.4 Ensure that teachers across the school plan activities that are not too hard or too easy for pupils.

**Current position**: data and results/Ofsted and book reviews/pupil conferences etc

- EYFS-the provision requires improvement because **teaching is not good, particularly the development of writing skills. Phonics learning is not secure, and the pupils do not apply the skills consistently to their reading or writing.**

**End of year success criteria (June 2018):**

What specific thing will we be able to measure, evaluate and review?

- Pupils in FS will be able to develop and apply their (phonics) reading skills across the curriculum at all opportunities with consistency

- % pupils will achieve GLD at or above Devon, and National Average

**Rationale:**

Teacher's planning and teaching plus expectations of what pupils can achieve across all subjects with a special focus on (Reading-RH) Phonics & Writing needs to be raised

**Predicted Impact on learners and staff:**

What will it look like when it happens- what will we see

- Staff will be consistent in delivering high quality teaching, moderation and assessment of pupil's progress in both phonics & writing (reading)

- Pupils will be more able to lead their independent learning across the curriculum, in a positive way in an appropriate environment

| Actions | Member of staff leading and accountable | Monitoring | Cost /Resources | Success criteria How will we know if the actions have been successful? |
|---------|------|------------|-----------------|-----------------|
| | | | | |

| What will be the specific actions taken to achieve the objective? | | How will improvements be monitored? (by whom, by when and how) | Will this require people, time, materials? | Key Milestone1 April 2018 | Key Milestone2 June 2018 |
|---|---|---|---|---|---|
| • FS & KS1 teachers will update SPTO  Phonics fortnightly from lesson obs, pupils work and 1:1 weekly phonics/home school books | JPS, LE & RH | Fortnightly KS1 discussion around underachievers/non movers linked to Impact plans | JPS-Friday leadership time to observe and check planning linked to lesson obs After school (Mondays or Thursdays) Lsa and review by MT & RK | Pupils moving steadily through phases and using their knowledge to apply in cross-curricular context | • Pupils in FS will be able to develop and apply their (phonics) writing skills across the curriculum at all opportunities with consistency |
| • Identify adults needing additional training by audit/observations/discussions who will then able to observe within school/Academy other phonics lessons and discuss with JPS/JH | JPS, JH | Impact observing other teachers/training (in house) has had on teaching  from weekly observations | JPS with a follow up visit (1/2 day) from SW | Effective strategies being used by pupils to decode unfamiliar words | • Pupils in FS will be able to develop and apply their (phonics) reading skills across the curriculum at all opportunities with consistency |
| • % pupils in FS achieving GLD • JPS  has set up FS indoor/outdoor/Middle room area, and has planned an inspiring hands on curriculum and teach FS daily (all day) from Feb half term | | Using SPTO for next steps & group overview JPS with SW (EYFS supp) (1/2 day Feb half term) | | Data on track to show GLD across the Flamingo & Puffin cohort | • % pupils will achieve GLD at or above |

| | | | | | Devon, and National Average |
|---|---|---|---|---|---|
| | | | | | |

Evaluation Process
(who, when, how?):

Key evaluation questions (at least three) for governors:

- Are all learners able to access the curriculum using their phonics (reading & writing) independently? (book look)

- Are activities differentiated correctly for pupils leading to high impact learners and output? (book look)

- Are staff and pupils motivated to raise standards in phonics & writing? (ask them)

- Are pupils (groups & individuals) tracking showing that GLD will be met  (review at the end of each month) before EYFS moderation (we had one in Summer 2017) due Summer 2018  (Ofsted, Acting Head)

## Post Ofsted Action Plan – Reading and Phonics

**What is required**:
2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve across all subjects with a special focus on Reading
2.4 Ensure that teachers across the school plan (reading-RH) Writing and phonics activities that are not too hard or too easy for pupils.

**Current position**: data and results/Ofsted and book reviews/pupil conferences etc

- Phonics-**adults subject knowledge of phonics is not secure** eg, **pupils are not taught strategies effectively that will help them to use their knowledge of phonics to decode unfamiliar words**. As a result, they are able to move to the next stage of their reading, and their ability to read and write is hindered

- The proportion of pupils achieving the required standard in the phonics screening check has been broadly average. However, **school information for 2017 shows that there has been a dip in the proportion of pupils reaching the required standard**. (SENDCO assessing Y2 upwards for those who failed the Phonics assess/haven't been assessed)

- See above-There is a similar picture at the end of Y2 for pupils who did not reach the required standard in the re-check. As a result, the proportion of pupils reaching the required standard in the phonics check by the end of KS1 is below the national average. (SENDCO assessing Y2 upwards for those who failed Phonics assess/haven't been assessed)

- Pupils in KS1 have mixed attitudes towards reading and this slows progress, particularly that of less-able readers. This is partly because some have **reading books that are not suitable** for them and partly **because they do not have the key skills in phonics to tackle unfamiliar words.**

- In 2016 at the **end of KS1, pupils' progress in writing (and maths) was below national averages.** However, **performance information for 2017 shows improvement, and pupils achieved above the national average in (reading) writing (and maths).** The most able

## Success criteria

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced).
- Time bound (time/cost limited, time-sensitive).
- Evaluated
- Reviewed

achieved above the national average in reading (and maths)

- Writing-**Outcomes in writing by the end of KS2 have remained in the bottom 20% of all schools nationally for the past two years**. As a result, too few pupils who left the school were well prepared for the next stage in their education.

- EYFS-the provision requires improvement because **teaching is not good, particularly the development of writing skills. Phonics learning learning is not secure, and the pupils do not apply the skills consistently to their reading or writing.**

**End of year success criteria (June 2018):**
What specific thing will we be able to measure, evaluate and review?

- % of pupils passing Y1 phonics screening will be at Nat Average or above

- % of pupils passing revisit (Y2) Y1 phonics screening will be at Nat Average or above

- % KS2 writing at end of KS2 will be at Nat Average or above

- Teaching of phonics will be good or better from observations

- % of KS1 readers will be at Nat Average or above (inc less able readers)

- Pupils in FS will be able to develop and apply their writing skills across the curriculum at all opportunities consistently

**Rationale:**
Teacher's planning and teaching plus expectations of what pupils can achieve across all subjects with a special focus on (Reading-RH) Phonics & Writing needs to be raised

**Predicted Impact on learners and staff:**
What will it look like when it happens- what will we see

- Staff will be consistent in delivering high quality teaching, moderation and assessment of pupil's progress in both phonics & writing (reading)

- Pupils will be more able to lead their independent learning across the curriculum, in a positive way

| Actions | Member of staff leading and accountable | Monitoring | Cost /Resources | Success criteria How will we know if the actions have been successful? | |
|---|---|---|---|---|---|
| What will be the specific actions taken to achieve the objective? | | How will improvements be monitored? (by whom, by when and how) | Will this require people, time, materials? | Key Milestone1 April 2018 | Key Milestone2 June 2018 |
| • Monitor planning, assessment and teaching of daily phonics | JPS & JH | Weekly observations of LE & RH Y1 & LA Y2 phonics with feedback both verbal & written | JPS-Friday leadership time to observe and check planning linked to lesson obs After school (Mondays or Thursdays) | Pupils to be able to learn and apply both reading & writing in each session of Phonics Play (started Feb 18) | |
| • KS1 teachers will update SPTO Phonics fortnightly from lesson obs, pupils work and 1:1 weekly phonics/home school books | JPS, LE & RH | Fortnightly KS1 discussion around underachievers/non movers linked to Impact plans | | Pupils moving steadily through phases and using their knowledge to apply in cross-curricular context | |
| • Identify adults needing additional training by audit/observations/discussions who will then able to observe within school/Academy other phonics lessons and discuss with JPS/JH | JPS, JH | Impact observing other teachers/training (in house) has had on teaching from weekly observations | JPS-Friday leadership time to observe and check planning linked to lesson obs After school (Mondays or Thursdays) Lsa and review by Mt & RK | Effective strategies being used by pupils to decode unfamiliar words | |
| • Sendco assessing pupils who did not achieve Y1 phonics-finding | MT & RK | | | | |

| | | | | |
|---|---|---|---|---|
| phase and gaps-Direct phonics to be taught by an LSA JN<br><br>• KS2 teachers and KS1 teachers using EGGs to assess pupils, as well as entry & exit tickets to assess and target pupils<br><br>• KS1 teachers will assess using the Y1 phonics screening pack each half term, those pupils not meeting required standards by set dates will be given appropriate support (1:1, small daily groups, Sendco's)<br><br>• Training by Babcock for Sequences and Talk for writing (twilight Feb 18) | | Direct phonics to be taught daily by an Lsa to a targeted group<br><br>MT & RH<br>Sendco's<br><br><br><br>Babcock Lit consultant Jenny Core | JPS to have overview of data and tracking of pupils on SPTO<br><br>JPS check sequences being used and an overview of those used to be collated starting Feb 18 | Pupils to catch up with cohort and learning gaps filled<br><br>% of pupils reaching 32/40 on Y1 phonics screening test<br><br>Better focussed teaching, planning & learning of sequences for the cohort of pupils means better outcomes<br>Staff knowledge & understanding improved | |

## Evaluation Process
(who, when, how?):

Key evaluation questions (at least three) for governors:

- Are all learners able to access the curriculum using their phonics (reading & writing) independently? (book look)

- Are lessons differentiated correctly for pupils leading to high impact and output? (book look)

- Are staff and pupils motivated to raise standards in phonics & writing? (ask them)

## Post Ofsted Action Plan- Mathematics

**What is required**:
2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve across all subjects with a special focus on Maths
2.4 Ensure that teachers across the school plan reading activities that are not too hard or too easy for pupils.

**Current position**:
OFSTED Dec 2017

Outcomes in mathematics for pupils in key stage 2 are too low, particularly those of most-able pupils… work planned for them is at too low a level and does not build on their prior achievements. There are too few opportunities for pupils to apply their mathematical skills to solving problems that require reasoning, and so they do not develop a greater understanding of what they are learning.

DATA
In 2017, only 10% of pupils achieved at the greater depth level (23% national)
There is a pattern of underachievement of those who achieved at the highest levels in KS1 in KS2

**End of year success criteria (June 2018):**
What specific thing will we be able to measure, evaluate and review?

Increase in % pupils achieving GD to national levels in KS2 and KS1

**Rationale:**

**Predicted Impact on learners and staff:**
Learners
Staff

### Success criteria

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced).
- Time bound (time/cost limited, time-sensitive).
- Evaluated
- Reviewed

| Actions | Member of staff leading and accountable | Monitoring | Cost /Resources | Success criteria How will we know if the actions have been successful? | |
|---|---|---|---|---|---|
| What will be the specific actions taken to achieve the objective? | | How will improvements be monitored? (by whom, by when and how) | Will this require people, time, materials? | Key Milestone1 April 2018 | Key Milestone2 June 2018 |
| • Monitor planning, assessment and teaching of Maths with focus on GD<br><br>• All teachers will update SPTO Maths with focus on GD fortnightly from lesson obs, pupils work | TE<br><br>TE | Half termly observations of Maths by TE with focus on GD with feedback both verbal & written<br><br>TE to host fortnightly discussion around underachievers/non movers linked to Impact plans | JH to cover TE<br><br>On non staff meeting night | Evidence of consistency of opportunities to develop reasoning in books and in discussions with pupils. | Increase in % pupils achieving GD to national levels in KS2 and KS1 |

Evaluation Process
(who, when, how?):

Key evaluation questions (at least three) for governors:

Is there evidence of consistency of opportunities to develop reasoning in books and in discussions with pupils.
Is there an increase in % pupils achieving GD to national levels in KS2 and KS1
Is the provision for the more able challenging and engaging and designed to develop higher order thinking skills

## Post Ofsted Action Plan- Reading Engagement

**What is required**:

2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve across all subjects with a special focus on Reading

2.4 Ensure that teachers across the school plan reading activities that are not too hard or too easy for pupils.

**Current position**:

OFSTED Dec 17:

- Pupils in KS1 have mixed attitudes towards reading and this slows progress, particularly that of less able readers.
- teachers' expectations are too low, when they monitor what and how frequently pupils read.''

DATA

- Reading attainment for the school for the 2017 KS2 cohort was higher (84%) than the national average (71%)
- Reading attainment for disadvantaged pupils was also higher.
- Progress for reading in KS2 was significantly less for lower attaining pupils than middle and higher attaining pupils.
- The attainment for the 2017 cohort for KS1 was higher (78%) than the national average (76%)

READING SURVEY

- 16.5% of pupils either rarely or never read outside of school.
- 38% of pupils say that they do not read at home with someone.
- 36% of pupils haven't used the school library.
- Attitudes to reading are very mixed with around 20% of pupils feeling that reading is not worthwhile.

**Success criteria**

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced).
- Time bound (time/cost limited, time-sensitive).
- Evaluated
- Reviewed

**End of year success criteria (June 2018):**

What specific thing will we be able to measure, evaluate and review?

Increase in reading enjoyment as measured by KS2 survey (compared to Jan 18) and by pupil conferencing

Increase in reading for choice outside school as measured by parental survey (compared to Feb 18)

Higher enthusiasm for reading across KS1 between January and June (measured by pupil survey and monitoring reading records)

**Rationale:**

Pupils don't enjoy reading at the moment because they are not motivated or challenged.

More reading should lead to improvement in decoding /comprehension achievement and progress.

**Predicted Impact on learners and staff:**

**Learners**

Learners enjoy reading a wide range of different genres by a range of different authors.

Learners as a result gain a passion for reading which allows them to make good-outstanding progress in the subject.

**Staff**

Staff plan reading activities that are not too easy and not too hard for the pupils.

Staff share a love of reading with pupils and use engaging and stimulating texts in lessons.

| Actions | Member of staff leading and accountable | Monitoring | Cost /Resources | Success criteria<br>How will we know if the actions have been successful? | |
| --- | --- | --- | --- | --- | --- |
| What will be the specific actions taken to achieve the objective? | RH | How will improvements be monitored?<br>(by whom, by when and how) | Will this require people, time, materials? | Key Milestone1<br>April 2018 | Key Milestone2<br>June 2018 |
| Introduce Teach your Monster to Read for Reception and KS1 and monitor its use. | RH | JPS | RH information to parents | All EY/KS1 pupils Using TYMtR<br><br>All KS2 pupils using AR | |
| Introduce Accelerated Reader to KS2 and monitor its use. | RH? | JH | KS2 Assembly JH information to parents | | |
| Improve engagement of reluctant readers throughout the school by:<br>• Identify and train Reading Champions  (NLT)<br>• Obtain more engaging books across school<br>• Use of school library<br>• Creating reading ambassadors for each class. | RH<br>JPS/TE<br>RH<br>RH | JH/JPS | | Increase in regular reading outside school as shown in reading records from 17% to at least 50%. | All pupils reading at least 5 times a week, recorded in reading records.<br><br>Increase in % of pupils who feel reading is worthwhile from 20% to at least 80%. |
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| Evaluation Process<br>(who, when, how?): | | | | | |

Key evaluation questions (at least three) for governors:

Are more pupils reading outside school?
Has the level of reading enjoyment increased?
What impact have Teach your Monster to Read and Accelerated Reader had on reading engagement so far?

The following Action Plans are not Ofsted Priorities but are seen as important to school development and improvement

## Action Plan- Science

**What is required**:
2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve across all subjects with a special focus on Science
2.4 Ensure that teachers across the school plan Science activities that are not too hard or too easy for pupils.

**Current position**: Science planning and teaching -not consistent across the school

**OFSTED**
Improve the quality of teaching so that it is consistently good or better by:
– raising teachers' expectations of what pupils can achieve across all subjects

**Data**

Science data based on Teacher Assessment

Science in 2017
- 96% gained expected level at the end of KS1 higher than the National Average of 83%

-74% gained expected level at the end of KS2 lower than the National Average of 82%

-67% of disadvantaged pupils gained expected level lower than the National average of 82/86%

### Success criteria

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced).
- Time bound (time/cost limited, time-sensitive).
- Evaluated
- Reviewed

End of year success criteria (June 2018):
What specific thing will we be able to measure, evaluate and review?
All teachers will use a consistent approach to planning Science which includes prior assessment, pupils' interests and questions (what they want to find out).

Rationale:
To promote a learning climate that nurtures pupils' enquiry and scientific thinking, by asking questions, having a sense of awe and wonder and working with peers.

Predicted Impact on learners and staff:
  What will it look like when it happens – what will we see
Learners will be inspired in a very 'hands on' way to

* be inquisitive

* ask questions

* investigate problems

* learn how science works

* discover why science matters in the World

. . . and be more independent learners.


* Staff will be consistent in delivering high quality lessons, observations and assessment

* Staff will be confident to develop lessons from the pupils' questions and interests.

* Staff will be confident to make more observations-note taking to check understanding

| Actions | Member of staff leading and accountable | Monitoring | Cost /Resources | Success criteria How will we know if the actions have been successful? | | |
|---|---|---|---|---|---|---|
| What will be the specific actions taken to achieve the objective? | LE | How will improvements be monitored? (by whom, by when and how) | Will this require people, time, materials? | Key Milestone1 April 2018 | Key Milestone2 June 2018 | Key Milestone April 2019 |
| Develop and embed a 'Working Scientifically' approach to teaching of Science across all year groups. | LE | Each class to have a clear and purposeful Science 'Working Wall' displaying the scientific process in age appropriate language eg, predicting/hypothesising-clever guess and promoting scientific enquiry and investigation. Staff to use Science vocabulary across the curriculum where appropriate. Learning Walk | LE – book time each term | Working Walls/Displays in each class Pupils observed using scientific vocabulary or evidence in writing across the curriculum | | |
| Teachers are confident in the teaching of Science | LE | Staff to fill in a survey identifying their strengths and weaknesses in Science and what members of staff need support. | LE Sharing good practise and ideas as a staff Possible funding for courses | | A supportive staff, talking sharing ideas – confident and happy to teach and enable pupil | |

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| | | | | independent exploration | |
| All teachers will use a consistent approach to planning Science which includes pupils' interests, questions and prior assessment to develop an inquiry rich curriculum | LE & JP-S | Monitor planning Learning Walks – displays – pupils' questions Talk to pupils Teachers to move away from more formal lessons to practical investigations that develop questioning and scientific inquiry. Less marking = more observations=note making to check understanding/ prior assessment/good questioning | LE- book time each term | | Teachers drawing upon a repertoire of strategies and techniques to check for understanding, eg open ended questions, time to think, a positive learning climate |
| Each KS/Year group to do a resource audit for each area- What have we got?/What do we need? | All TEACHING STAFF | Regularly checked and monitored | Teaching staff Science budget? | | More organised Science resource area and clearer over view of resources |

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|---|---|---|---|---|---|---|
| Develop good levels of literacy and maths in Science | LE, JP-S & TE | Building in the skills needed across each year group | Book time to work through | | | Evident in planning<br><br>Pupils in LKS2 &UKS2 confident to record findings, etc through written explanations and tables, charts etc, |
| Elevate the profile of Science across the school through a Science Day/event | LE + Class Teachers | Holding a Science Day/ Week in school or paying for a Science Pro to come in and work with whole school and groups through an interactive show | The Wellcome Trust Science pack<br><br>Funding for show | | To see/ hear the enjoyment of Science across the school | Pupils in KS2 meet at least national standards |

## Evaluation Process
(who, when, how?):
Key evaluation questions (at least three) for governors:
- Are all teachers using the same format/approach? If not, why not?
- Are all teachers using prior assessment to base planning?

- Are all teachers incorporating pupils' interests/questions? If not, why not?
- Are the expected outcomes met?

| Action Plan- SEND | Success criteria |
|---|---|
| **What is required**:<br><br>• 90% of SEND pupils making expected or better progress in Reading, Writing and Maths<br><br>• Learning opportunities to match SEND pupils abilities<br><br>• Increase support staff knowledge and understanding of SEMH and impact on learning.<br><br>• Improve systems to ensure that funding for SEND pupils is well targeted. | • Specific (simple, sensible, significant).<br>• Measurable (meaningful, motivating).<br>• Achievable (agreed, attainable).<br>• Relevant (reasonable, realistic and resourced).<br>• Time bound (time/cost limited, time-sensitive).<br>• Evaluated<br>• Reviewed |
| **Current position**: In 2017 Progress of SEND pupils below national average in Reading and Writing. "The work that staff ask pupils to complete is not well matched to pupils abilities." OFSTED December 2017 | |
| **End of year success criteria (June 2018):**<br><br>• 90% of SEN pupils making expected or better progress in Reading, Writing and Maths | |
| **Rationale:**<br>SEND pupils are currently not making progress in line with national averages. Improved target setting, further staff training and regular monitoring should impact positively on SEND pupil progress which will be evident on SPTO. | |
| **Predicted Impact on learners and staff:**<br><br>• Teachers and pupils more aware of targets and next steps in learning<br><br>• Greater staff confidence and competence in area of SEMH.<br><br>• Improved behaviour from SEND pupils.<br><br>• SEND pupils more engaged in learning. | |

| Actions | Member of staff leading and accountable | Monitoring | Cost /Resources | Success criteria How will we know if the actions have been successful? | |
|---|---|---|---|---|---|
| What will be the specific actions taken to achieve the objective? | | How will improvements be monitored? (by whom, by when and how) | Will this require people, time, materials? | Key Milestone1 April 2018 | Key Milestone2 June 2018 |
| To implement and evolve new 2 weekly target format for SEND pupils ensuring the pupil voice is central.<br>• SLT meeting to discuss and refine new 'learning passports'<br>• Staff meeting to introduce the new format and explain how the new format will be used etc.<br>• Letter to parents to introduce new method for plan do review cycle.<br>• New targets sent out to parents with opportunity to comment.<br>• SENCo to ensure new 'my plans' in place for SEND pupil's with more complex needs | SENCO | SENCO to monitor Learning passports fortnightly and provide feedback for teachers.<br><br>SENCO to hold half termly 'clinics' to support the writing of SMART targets and the Learning Passport process in the form of supervision/consultation. | Staff meeting time<br><br>SENCO time to hold clinics | All Learning passports have 10 appropriate, SMART and reviewed targets in for the term.<br><br>DATA from SPTO shows SEND pupils are making expected progress in reading, writing and maths. | All Learning passports have 20 appropriate, SMART and reviewed targets in for the term.<br><br>DATA from SPTO shows SEND pupils are making expected progress in reading, writing and maths. |
| To ensure learning opportunities match the ability of SEND pupils.<br>• Regular learning walks<br>• Montioring of planning at least once per half term<br>• Lesson observations? | SENCO | Notes from learning walks<br><br>Evidence from book monitoring and lesson observations at least once per half term. | SENCo time | Monitoring begins to demonstrate planning highlights SEND pupils and their focus. | Monitoring demonstrates that planning consistently highlights SEND pupils and their focus. |

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| To increase staff knowledge and understanding SEMH and impact on learning.<br><br>• TA's to complete confidence questionnaire.<br><br>• Organise training opportunities for teachers and support staff on key areas of attachment and anxiety. | SENCO | TA questionairres completed and monitored by SENCO<br><br>Lesson/ TA observations show improved behaviour as a result of greater staff knowledge and understanding. | TA meeting time<br><br>Training time | Some key members of staff to have completed training on anxiety and attachment. | All staff members to have completed training on anxiety and attachment. |
| | | | | | |

## Evaluation Process
(who, when, how?):

Key evaluation questions (at least three) for governors:

• How do teachers identify next steps for SEND pupils?

• Do the pupils know the targets from their learning passports? Can they identify their own next steps?

• What percentage of pupils on the SEND register is making expected progress in Reading, Writing and Maths?