

## Post Ofsted Action Plan



The Post Ofsted Action Plan identifies key actions that will be implemented to secure a good or better judgement at the school's next Section 5 Inspection.

### Key Priorities:

**PRIORITY 1: Improve the quality of teaching so that pupils make consistently good progress across year groups, and subjects, by ensuring that:**

- teachers make good use of assessment information during lessons and when planning learning, so that they provide suitably challenging work for all groups of pupils, and keep all pupils engaged and interested
- staff set consistently high expectations and check the quality of pupils' presentation of their written work frequently.
- staff continue to develop their subject knowledge, especially in mathematics and writing, so that they are better able to address pupils' mistakes quickly, and know when pupils can be moved on to more challenging work
- teachers develop more effective questioning skills so that they routinely ask questions which check pupils' understanding, probe their thinking and deepen their learning

**Priority 2: Further strengthen leadership and management, by:**

- improving the rigour of self-evaluation so that weaknesses are more sharply identified, and the success of planned actions to secure improvement are measured through pupils' outcomes
- establishing a more effective means of tracking pupils' progress and using the information to help leaders and governors evaluate the impact of their actions on improving the school

*Adding greater rigour to the monitoring of teaching so that senior leaders quickly identify and tackle any areas of weakness is built into each of the priorities.*

### **PRIORITY 1: Improve the quality of teaching**

**1.1 Ensure that teachers make good use of assessment information during lessons and when planning learning, so that they provide suitably challenging work for all groups of pupils, and keep all pupils engaged and interested.**

Overall Success Criteria:

- A. Outcomes of all pupils show good or better progress
- B. Planning shows effective differentiation/personalization, matching

Success steps/Evidence/Measure of success:

- Internal measures of progress for individuals, groups and cohorts match published outcomes by the end of key stages

<p>challenging and engaging activities to pupil ability</p> <p>C. Teachers are able to adjust teaching to meet the needs of learners in the classroom – quality first delivery</p> <p>D. High expectations are seen when staff are observed</p> <p>E. Teacher-pupil interactions show effective attention to the learning of individuals and groups</p> <p>F. Pupils have a good understanding of non-negotiable expectations in the classroom</p>	<ul style="list-style-type: none"> <li>Each year group have evidence of meeting age-related expectations by the end of the year</li> <li>Pupils with recognised disadvantage – SEND, PP, FSM, EAL – show progress matching pupils in school and nationally without disadvantage</li> <li>Pupil work in books show consistent and sustained challenge, engagement and progress</li> </ul>
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### Overall Evaluation plan for Priority 1.1: who, what, when

<b>Evaluation of progress activity</b>	<b>Who</b>	<b>When</b>
Scrutiny of planning and books	SLT	Monthly or fortnightly cycles
Staff moderation of work in books	SLT, Teachers	Half termly - Staff meetings
Staff scrutiny of short and medium terms plans	SLT, Teachers	Half termly - Staff meetings/Inset
Long term planning by staff and middle leaders	SLT, Teachers	Termly - Inset/staff meetings
Evaluation of progress of groups and individuals	SLT and teachers	Half termly - Pupil progress meetings
Lesson observations / learning walks	SLT, LA, DOC, Governors	Half termly

<b>Improvement Action</b>	<b>Lead</b>	<b>Timescale</b>	<b>Resource</b>	<b>Success Criteria</b>	<b>Progress Monitored</b>
All teachers plan and deliver lessons with high expectations for individuals and groups	LSW / TR	ongoing		A, B, F	SLT observations of lessons
Support process for teachers with areas of development	LSW / TR	one term	Release time	C, D, E	HT weekly meetings with leads
Teachers involved in learning walks in schools and with partner schools	JG	Planned occasions	Release time	C	Evaluation of activity by teachers
Use the evaluation processes as part of the improvement	JG	Ongoing		A, C	SLT
Governors involved in learning walks and discussion of overall school data	CoG	Ongoing		A, B	HT in discussion with governors to get feedback; HT report to Governors

Staff identify the non-negotiables in each core subject and at each level – age-related grammar and vocab lists, etc.	Subject Lds	Autumn 17	INSET	C	HT, DHT, Governors (checklist walk / pupil conferencing)
Staff undertake regular standardisation/moderation of books to identify strengths and areas for development  (Moderation: staff share practice and identify, through books, what works well and what needs to improve in their practice; Standardisation: measuring pupils work against set criteria – i.e. the standard)	Subject leaders	Ongoing (termly)	Staff meeting / key stage meeting / locality moderation	A, C	HT, DHT, Governors (participate in staff meetings, subject lead in core subjects to complete book scrutiny with Governors).
Staff work together and with subject leaders to develop clear expectations for pupil engagement, commitment and behaviour for learning	Subject leaders	Summer 17 – ongoing (continually revisit)	Staff meeting / key stage meeting / INSET Day	A, B	HT, Governors (learning walks, book scrutiny)

## PRIORITY 1: IMPROVE the quality of teaching

**1.2** Staff continue to develop their subject knowledge, especially in mathematics and writing, so that they are better able to address pupils' mistakes quickly, and know when pupils can be moved on to more challenging work

Overall Success Criteria:	Success steps/Evidence/Measure of success:
<p>A. Teachers' subject knowledge is up to date and informs the quality of challenge in their interactions with pupils</p> <p>B. Pupils use technical language accurately</p> <p>C. Teachers use questioning to challenge and develop pupil understanding</p>	<ul style="list-style-type: none"> <li>Focused observations show good impact of teacher interventions</li> <li>Teachers' show effective improvement in their questioning of pupils</li> <li>Pupils' work shows good understanding of areas of previous misunderstanding</li> </ul>

### Overall Evaluation plan for Priority 1.1: who, what, when

<i>Evaluation of progress activity</i>	<i>Who</i>	<i>When</i>
Book scrutinies	SLT	Half-termly
Staff moderation of work in books	SLT, Teachers	Half termly - Staff meetings
Staff scrutiny of short and medium terms plans	SLT, Teachers	Half termly - Staff meetings/Inset
Long term planning by staff and middle leaders	SLT, Teachers	Termly - Inset/staff meetings
Evaluation of progress of groups and individuals	SLT and teachers	Half termly - Pupil progress meetings
Lesson observations / learning walks	SLT, LA, DOC, Governors	Half termly

<i>Improvement Action</i>	<i>Lead</i>	<i>Timescale</i>	<i>Resource</i>	<i>Success Criteria</i>	<i>Progress Monitored</i>
Teachers use effective strategies and routines to challenge pupils, such as vocabulary and other check lists	Subject leaders	Autumn 17	INSET	A, B	HT
Teachers undertake a questionnaire to identify areas for improvement in subject knowledge	Subject leaders	Summer 17	Staff meeting / INSET	A, B	HT to review results with subject leaders
Teachers use action research to focus on questioning skills and their development to improve the focus on pupil thinking and	DHT	Ongoing – started by September 17	Inset on questioning; staff meeting time/TA time	C	HT through feedback from teachers; through observations improved range of questioning e.g. open ended questions / Bloom's

<p>understanding; staff and TAs map the questions they ask and develop their strategies through feedback</p> <p>Teachers to ask open, rather than limiting/closed questions and to provide learners with time and the opportunity to give detailed answers/explain their thinking. (Planning and in turn teaching to reflect this). Focus on higher order questioning.</p> <p>More able learners are challenged and can verbalise how their learning is being extended/deepened. Learner motivation increases. Learner talk and engagement increases.</p> <p>Teachers consistently and effectively use questions to assess, clarify, deepen thinking and challenge learners.</p> <p>Question/answer approaches eg: think pair share; randomiser, lollipop sticks, white boards. Child lead/teacher led – hinge questions (D. William)</p> <p>Expectation/non-negotiable that higher order questions/key questions should be used/annotated within planning. Monitored through weekly planning checks. Learning environments to include displays which encompass quality questions and promote enquiry, changed frequently to foster and promote inquisitive learners.</p>					<p>Taxonomy, pupil conferencing</p> <p>Teachers consistently and effectively use questions to assess, clarify, deepen thinking and challenge learners.</p> <p>Children ask effective questions of each other to deepen their understanding and learning in all classes. Blooms taxonomy is used by all to challenge and extend thinking in all classes. Displays (board and table top) promote enquiry throughout the school.</p>				
<p><b>Evaluation:</b></p> <p>Milestone 1: end on November 17 (Prog Review Mtg)</p> <p>Overall evaluation: using TAs (Classroom Monitor, Test Data)</p> <table><tr><td></td><td>Reading</td><td>Maths</td></tr></table>						Reading	Maths	<p><b>Evidence of success:</b></p> <ul style="list-style-type: none"><li>Increased number of pupils in each class reaching 100+/115+ in the Autumn Term reading / maths test</li><li>Progress meetings</li></ul>	
	Reading	Maths							

<table><tr><td>Year</td><td>100+</td><td>115+</td><td>100+</td><td>115+</td></tr><tr><td>Year 2</td><td>72.4%</td><td>24.1%</td><td>58.6%</td><td>27.6%</td></tr><tr><td>Year 6</td><td>66.7%</td><td>22.2%</td><td>55%</td><td>22.2%</td></tr></table>					Year	100+	115+	100+	115+	Year 2	72.4%	24.1%	58.6%	27.6%	Year 6	66.7%	22.2%	55%	22.2%	<ul style="list-style-type: none"><li>• Moderations (class, key stage, whole school, cluster)</li><li>• Book scrutiny (writing and maths)</li><li>• Classroom Monitor</li></ul>				
Year	100+	115+	100+	115+																				
Year 2	72.4%	24.1%	58.6%	27.6%																				
Year 6	66.7%	22.2%	55%	22.2%																				
Writing – (CM) Beg+ 89% / Dev 22% (11 teachers) % of good+ teaching 90%    % of outstanding teaching 9%																								
Milestone 1: end on March 18 (Prog Review Mtg)					<ul style="list-style-type: none"><li>• Increased number of pupils in each class reaching 100+/115+ in the Spring Term reading / maths test</li><li>• Progress meetings</li><li>• Moderations (class, key stage, whole school, cluster)</li><li>• Book scrutiny (writing and maths)</li><li>• Classroom Monitor</li></ul>																			
<table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Maths</td></tr><tr><td>Year</td><td>100+</td><td>115+</td><td>100+</td><td>115+</td></tr><tr><td>Year 2</td><td>75.9%</td><td>31%</td><td>65.52%</td><td>34.5%</td></tr><tr><td>Year 6</td><td>72.2%</td><td>33.3%</td><td>66.7%</td><td>50%</td></tr></table>						Reading		Maths		Year	100+	115+	100+	115+	Year 2	75.9%	31%	65.52%	34.5%	Year 6	72.2%	33.3%	66.7%	50%
	Reading		Maths																					
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Writing – (CM) Dev 77.8% / Dev+ 50% / Sec 38.9% / Exc 11.12% (11 teachers) % of good+ teaching 100%    % of outstanding teaching 18%																								
M3: end of May / June 18 Year 2 and Year 6		<u>2016</u> (actual)	<u>2017</u> (actual)	<u>2018</u> (target)	<ul style="list-style-type: none"><li>• Increased number of pupils in each class reaching 100+/115+ in the Summer Term reading / maths test</li></ul>																			
GLD		53.3%	70.4%	75%																				
Year One Phonics		55%	82.8%	85%	<table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Maths</td></tr><tr><td>Year</td><td>100+</td><td>115+</td><td>100+</td><td>115+</td></tr><tr><td>Year 2</td><td>82.8%</td><td>55.2%</td><td>72.4%</td><td>51.7%</td></tr></table>		Reading		Maths		Year	100+	115+	100+	115+	Year 2	82.8%	55.2%	72.4%	51.7%				
	Reading		Maths																					
Year	100+	115+	100+	115+																				
Year 2	82.8%	55.2%	72.4%	51.7%																				
KS1 Reading attaining EXS or better		58.3%	62.5%	75.9%																				
KS1 Reading attaining GDS		0%	10%	20%																				
KS1 Writing attaining EXS or better		27.8%	50%	65%																				
KS1 Writing attaining GDS		0%	2.5%	13.8%																				

KS1 Maths attaining EXS or better	41.7%	67.5%	70%	<table><tr><td>Year 6</td><td>77.8%</td><td>61.1%</td><td>77.8%</td><td>55.6%</td></tr></table> <ul style="list-style-type: none"><li>Progress meetings</li><li>Moderations (class, key stage, whole school, cluster)</li><li>Book scrutiny (writing and maths)</li><li>Classroom Monitor</li></ul>	Year 6	77.8%	61.1%	77.8%	55.6%
Year 6	77.8%	61.1%	77.8%		55.6%				
KS1 Maths attaining GDS	0%	10%	13.8%						
KS1 RWM attaining EXS or better	19.4%	50%	62.1%						
KS2 Reading – achieved standard	33.3%	56.5%	72.2%						
KS2 Writing – achieved standard	44.4%	65.2%	72.2%						
KS2 Maths – achieved standard	38.9%	52.2%	73%						
KS2 GPS - achieved standard	33.3%	60.9%	73%						
KS2 RWM attaining EXS or better	22.2%	39.1%	61.1%						
(11 teachers)									
% of good+ teaching 100%    % of outstanding teaching 27%									
<b>PRIORITY 1: IMPROVE the quality of teaching</b>									
<b>1.3</b> Staff set consistently high expectations and check the quality of pupils’ presentation of their written work, frequently.									
Overall Success Criteria: <ul style="list-style-type: none"><li>A. High expectations are seen when staff are observed</li><li>B. Teacher-pupil interactions show effective attention to the learning of individuals and groups</li><li>C. Pupils have a good understanding of non-negotiable expectations in the classroom</li></ul>		Success steps/Evidence/Measure of success: <ul style="list-style-type: none"><li>Books show evidence of teachers working with pupils to correct regular mistakes and misconceptions</li><li>Books demonstrate consistent progress and pupil commitment to good presentation</li><li>Checklists of expectations are well-known by pupils</li></ul>							
<b>Overall Evaluation plan for Priority 1.1: who, what, when</b>									
<b><i>Evaluation of progress activity</i></b>		<b><i>Who</i></b>		<b><i>When</i></b>					
Scrutiny of planning and books		SLT		Monthly or fortnightly cycles					
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Long term planning by staff and middle leaders		SLT, Teachers		Termly - Inset/staff meetings					
Evaluation of progress of groups and individuals		SLT and teachers		Half termly - Pupil progress meetings					
Lesson drop-ins / learning walks		SLT, LA, DOC, Governors		Half termly					
<b><i>Improvement Action</i></b>	<b><i>Lead</i></b>	<b><i>Timescale</i></b>	<b><i>Resource</i></b>	<b><i>Success Criteria</i></b>	<b><i>Progress Monitored</i></b>				

Staff identify the non-negotiables in each subject and at each level – age-related grammar and vocab lists, etc.	Subject leaders	Autumn 17	INSET	C	HT, DHT, Governors (checklist walk / pupil conferencing)
Staff undertake regular standardisation/moderation of books to identify progression, quality of work / feedback, challenge (Moderation: staff share practice and identify, through books, what works well and what needs to improve in their practice; Standardisation: measuring pupils work against set criteria – i.e. the standard)	Subject leaders	Ongoing (termly)	Staff meeting / key stage meeting / locality moderation	A, C	HT, DHT, Governors (book scrutiny)
Staff work together and with subject leaders to develop clear expectations for pupil engagement, commitment and behaviour for learning	Subject leaders	Summer 17 – ongoing (continually revisit)	Staff meeting / key stage meeting / INSET Day	A, B	HT, Governors (book scrutiny, learning walks, pupil interview)
Lesson observations (drop ins) / learning walks	JG	Half termly	Teachers, SLT given time	A, B, C	LA, DOC, Governors (learning walks)



## PRIORITY 2: Further improve Leadership and Management

**2.1** Improve the rigour of self-evaluation so that weaknesses are more sharply identified, and the success of planned actions to secure improvement are measured through pupils' outcomes

Overall Success Criteria:	Success steps/Evidence/Measure of success:
<p>A. Self-evaluation and development planning are closely focused on impact on learning and pupil outcomes</p> <p>B. The School's self-evaluation process enable it to identify areas for improvement that inform the school development plan</p> <p>C. Governors scrutinize the self-evaluation process and contribute to it</p> <p>D. Pupils outcomes will improve and be above National</p> <p>E. Appraisal continues to be linked closely with pupil progress. Staff are held to account if underperformance of children is not effectively tackled</p>	<ul style="list-style-type: none"> <li>Comprehensive self-evaluation system in place</li> <li>Performance management informed by triangulation evidence</li> <li>Robust information informs future improvement planning</li> <li>All weaknesses are quickly identify and addressed leading to improved quality of teaching and outcomes</li> <li>Governors are presented with very clear evidence to hold leaders to account</li> <li>Rapid progress by pupils (test, teacher assessment, books)</li> </ul>

### Overall Evaluation plan for Priority 2.1: who, what, when

<i>Evaluation of progress activity</i>	<i>Who</i>	<i>When</i>
Reviewing self-evaluation process	CofG, SLT	Autumn 2017
Review feedback procedures to ensure it has full impact	HT	Summer 2017 (ongoing)
Continuous data scrutiny to check progress and attainment	SLT	Autumn 2017 (ongoing)

<i>Improvement Action</i>	<i>Lead</i>	<i>Timescale</i>	<i>Resource</i>	<i>Success Criteria</i>	<i>Progress Monitored</i>
The HT and SLT redesign the process of self-evaluation and planning	HT	Autumn 2017	SLT Time, staff meeting,	A, B,	Governors
Governing Body identifies ways in which it supports the school's evaluation process	CoG	Autumn 2017	Governor meeting	A, B, C	LA
Ensure process is thorough and effective to manage weak teaching by informing	HT	Autumn 2017	SLT Time	A, B, D, E	Governors

performance management		(ongoing)			
Half term data collections and termly pupil progress meetings inform progress of all children in reading, writing and maths with a particular focus on SEN, disadvantaged, most able and most able disadvantaged pupils	HT	Autumn 2017 (ongoing)	SLT Time	D, E	

**PRIORITY 2:**

**2.2:** Establish a more effective means of tracking pupils' progress and using the information to help leaders and governors evaluate the impact of their actions on improving the school

Overall Success Criteria:	Success steps/Evidence/Measure of success:
<p>A. A new system is chosen and operating effectively to inform staff of pupil progress</p> <p>B. Teachers use the tracking system to identify gaps in pupil knowledge and builds this into planning</p> <p>C. Assessment information is clear and purposeful, informs leaders' planning and results in greater consistency in outcomes across classes</p> <p>D. Leaders and teachers have an accurate overview of how well children are achieving</p> <p>E. Teachers use their sharp assessment to plan and provide interesting learning opportunities</p> <p>F. Senior, middle leaders and governors identify the impact of teaching through the progress of pupils</p> <p>G. Intervention programme is informed by accurate data</p>	<ul style="list-style-type: none"> <li>• The new system is used effectively and produces data that teachers use</li> <li>• Planning shows the use of tracking data to focus on pupil learning needs</li> <li>• Senior and middle leaders report strengths and areas for development in groups and cohorts of pupils</li> </ul>

**Overall Evaluation plan for Priority 2.2: who, what, when**

<i>Evaluation of progress activity</i>	<i>Who</i>	<i>When</i>
Reporting to governors	HT, subject leaders	Termly
Regular discussion about pupil progress	HT, DHT, SENDCo	Half-termly
Feedback and reporting of interventions at end of each cycle	SENDCo, class teachers	Half-termly

<i>Improvement Action</i>	<i>Lead</i>	<i>Timescale</i>	<i>Resource</i>	<i>Success Criteria</i>	<i>Progress Monitored</i>
A new system is researched and identified by the HT. Following staff and governor	HT	Summer 2017	£900 per annum, research time	A, B, C, D	Governors

scrutiny it will be adopted and processes for completion put into place.					
Teachers are trained in the new system	HT	Summer 2017 / Autumn 2017	Staff meeting, INSET	A, B, C, D, E	Governors
SLT and MLs are taught how to use the data to identify strengths and weaknesses across the school – cohorts, groups and individuals	HT	Autumn 2017	Staff meeting, INSET, SLT meeting	C, F, G	Governors, LA
Pupil progress meetings are redesigned around the new approach	SENDCo	Autumn 2017	SLT meeting, release time x 6 (days)	C, D, E, F, G	HT
Marking and standardization processes are matched to the tracking system	DHT	Ongoing	Staff meeting, release time x 3 (days)	B, C, D, E	HT, Governors

<b>Evaluation:</b>		<b>Evidence of success:</b>	
Milestone 1: Autumn 2017 (Prog Review Mtg) <ul style="list-style-type: none"> <li>Monitoring system is reviewed and set up and all performance management is linked to it</li> </ul>		<ul style="list-style-type: none"> <li>Classroom Monitor (CM) training has been completed by all teachers and appropriate teaching assistants</li> </ul>	
M2: March 2018 (Prog Review Mtg) <ul style="list-style-type: none"> <li>Any issues raised through monitoring have been addressed leading to secure improvement in teaching</li> </ul>		<ul style="list-style-type: none"> <li>Core subject leaders trained in using CM to analyse data</li> <li>Moderation completed and is in line with TA on CM</li> </ul>	
M3: July 2018 <ul style="list-style-type: none"> <li>Improved teaching and learning is impacting on better outcomes for children so that data is at or above national (RWM)</li> </ul>		<ul style="list-style-type: none"> <li>Children's progress will be at least expected</li> <li>Teachers observations will be at least good</li> </ul>	