



# Post OFSTED Action Plan

## January 2022



*"With Christ as our guide, we let our light shine."*





# Main Priorities



## OFSTED ACTION 1:

Improve standards in teaching so it is at least consistently good across the school.

## OFSTED ACTION 2:

Improve the behaviour of pupils so everyone can enjoy their learning and ensure staff are able to manage behaviour through training and revisiting expectations.

## OFSTED ACTION 3:

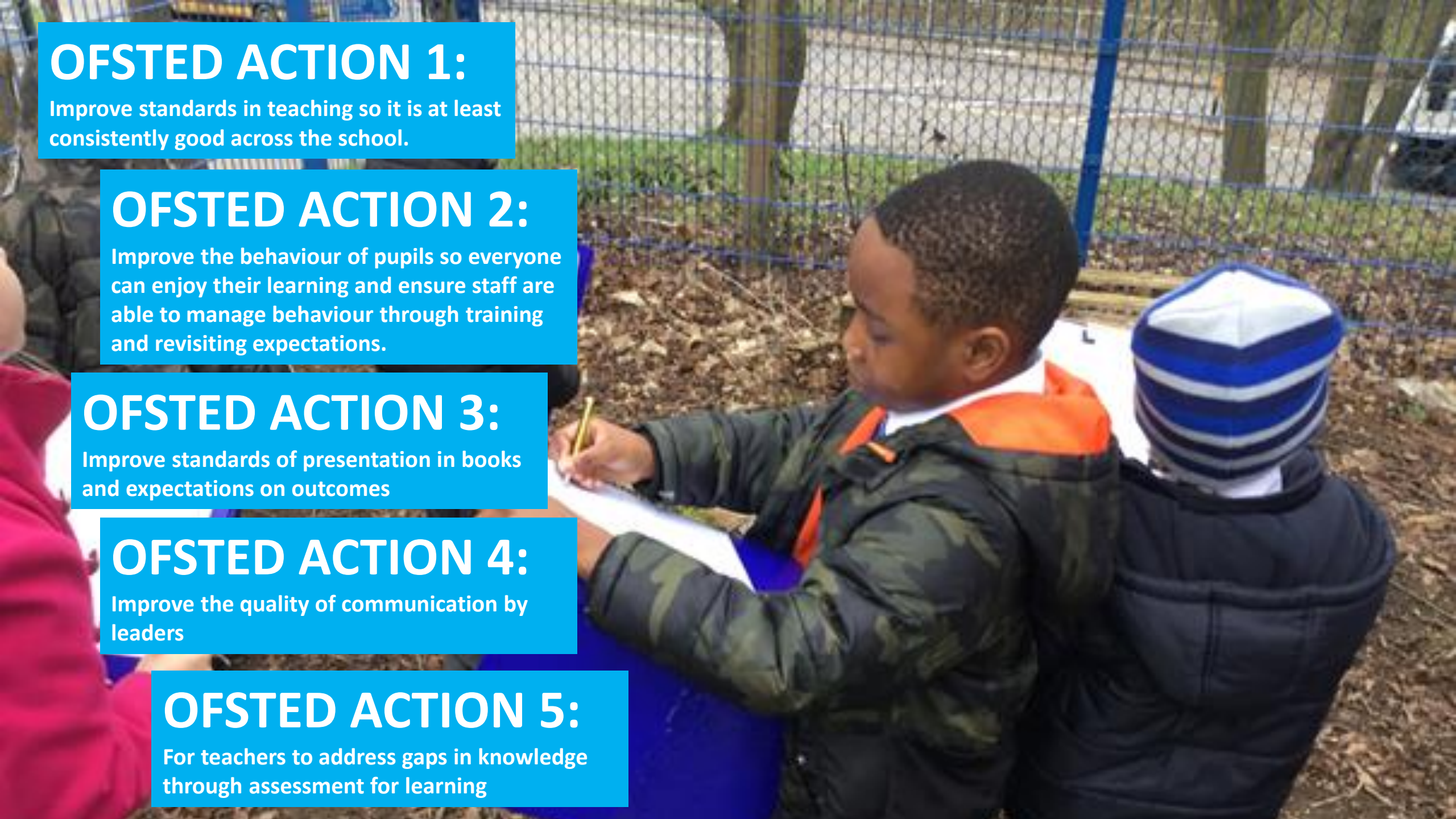
Improve standards of presentation in books and expectations on outcomes

## OFSTED ACTION 4:

Improve the quality of communication by leaders

## OFSTED ACTION 5:

For teachers to address gaps in knowledge through assessment for learning



# OFSTED Action1: Improve standards in teaching so it is at least consistently good across the school



## Improve standards in English teaching increasing opportunities for extended writing across the curriculum and Implement “The Power of Reading” as the English teaching model

- Pilot some books to initiate the process
- Purchase CLPE Subscription and book Curriculum mapping service
- Revisit “Big Write” practice so it is fit for purpose and improves expectations of writing
- Fortnightly Book Looks by senior leaders to monitor writing opportunities
- Monitor planning to ensure that SEND pupils are accessing first quality teaching
- Ensure assessment is accurate & that provision across all areas of learning is planned meticulously so that every child undertakes highly challenging activities
- Increase opportunities for ‘purposeful’ sustained writing



## Extend regular and rigorous evaluation of teaching and learning in the classroom

- Ensure that feedback from regular SLT drop ins (Informal Obs) is used to inform further support & training, driving higher expectations
- Establish consistent non-negotiables for quality of teaching throughout the school
- Teacher on a page monitoring sheet in addition to other forms of monitoring to be compiled as a running record and shared with the teacher regularly
- Expectations on planning to be revisited and planning folders in the classroom to be introduced
- Areas of concern are addressed swiftly through coaching initially and support plans
- Observation opportunities of good and outstanding practice in other schools will be sought by leaders and staff will be directed to these as required
- Class timetables to be revisited by leaders and lesson timings to be adhered to by teachers.
- Termly forensic analysis of data, lesson observations and book scrutinies are used to support ‘good’ teaching & learning.
- Ensure SEN Code of Practice is understood & embedded across the school.

# OFSTED Action 2: Improve the behaviour of pupils so everyone can enjoy their learning and ensure staff are able to manage behaviour through training and revisiting expectations.



Revisit the Behaviour Policy with staff again including expectations as per teachers' standards

- Staff meetings scheduled and delivered including support staff meetings
- Templates for pupil reflection readily available for all staff
- Behaviour reflection sheets (step 4) to be kept in all classes in Behaviour File, which will be monitored by the Inclusion team
- Step 4 sheets to be available for leader being called to intervene with the blue card exit.



Establish Thresholds for Behaviour plans

- Leaders to establish as part of the Behaviour policy thresholds for serious cases.
- All attempts should be made to avoid exclusion through effective interaction by staff in the first instance. An exclusion should be when all other avenues have been exhausted. Staff will be asked what they have done to deescalate a situation and records of this will be requested.
- Parents' Code of conduct written with clear guidelines on how parents should behave on site. This will aid the management of pupil behaviour.

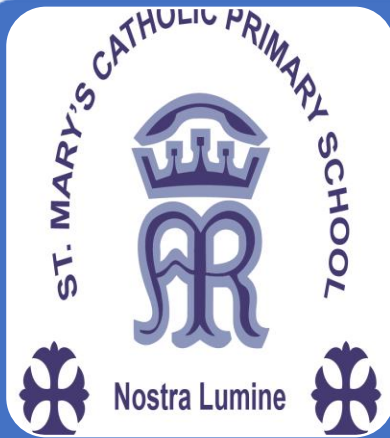


Improved support through the pastoral team and training

- The new pastoral team established and based in the nest
- Key children have meet and greet and regular check ins.
- Social and Emotional support sessions timetabled and linked to pupils
- Specific staff Team teach trained.
- Arrange staff training to include attachment training and in house support ( e.g.Jogo)



# OFSTED Action 3: Improve standards of presentation in books and expectations on outcomes



Raise expectations in standards so pupils are expected to achieve more.

- Set writing expectations for each year group as the “Non negotiables”. These are to be stuck inside the books as an aide memoire for pupils
- The expectation of children will be that work will be completed in allocated lesson time. Unfinished pieces will be completed in their own time/ sent home to act as a deterrent. Avoiding lessons dragging on into the next session and those who have finished having to wait.
- Children will have challenges / extensions to learning to increase competency when finished and keeping busy tasks must be avoided
- Expectations on presentation of work to be raised and rigorously monitored by teachers .

# OFSTED ACTION 4: Improve the quality of communication by leaders



## To establish a Communication Strategy

- Survey parents and staff about views on increasing effective communication
- Collate additional ideas to add to existing methods
- Ensure senior leaders are consistent in approach
- Template forms for meetings to be updated and rigorously used as a means of record



## Information for parents on how to support learning to be clear and plentiful

- Year group curriculum expectations leaflets for parents to be created
- Phonics/ reading workshops to be repeated throughout the year
- Continue to maximise opportunities for parents to attend school for events and drop ins (covid dependent)

# OFSTED ACTION 5:

## For teachers to address gaps in knowledge through assessment for learning



**AFL ( Assessment for learning) used by teachers to provide pupils with clear guidance to acquire and improve skills, knowledge & understanding**

- Revisit AfL with teachers
- Monitor the use of AfL in classrooms as a means of identifying next steps
- Planning is informed by assessment



**Continue to Implement robust, targeted interventions – half termly forensic analysis of data to monitor effectiveness**

- Target interventions through provision map
- Ensure there is clear entry and exit data for individuals accessing interventions
- Review effectiveness of TAs – revisit deployment of TAs/restructure interventions
- Monitor effectiveness of TA intervention
- Use data to monitor progress and re allocate interventions – improve use of data analysis to inform planning
- Regular TA meetings with agendas to upskill and revisit
- Teachers continue to develop use of insight and know what “on track” looks like at various points in the year.