**Post Ofsted Action Plan March 2021 Information to Parents.**

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| ***Improve the quality of leadership and management, including in the Early Years, by ensuring that:*** | ***Actions to date:*** | ***Impact*** | ***Next steps*** |
| **Pupils develop a clear understanding of British values** | **Learning planned directly identifying British values as part of every class topic.**  **British Values class display in every class.**  **British Values linked to Gospel values in School rewards and CAFOD charity work with whole school and Pupil Council.** | **Children more aware of values also living out of the values amongst the children clearer.**  **Pupils able to give examples of public figures who have shown British values in the lives.**  **Pupils are developing vocabulary to show understanding of British Values.** | **Embed learning and use of British values within the school culture and curriculum.**  **Plans to implement weekly British Value in weekly school assembly, led by all staff.**  **Plan and act on learning links to build a secure knowledge of British values.** |
| **Communication between home and school is improved so that parents have increased confidence in the leadership of the school** | **School website up to date and easily accessed with relevant resources for parents. This is maintained by IT support.**  **Improved school systems and promotional material for new parents.**  **School communication is rapid using a new email and texting system.**  **Additional staff within the office appointed.**  **All payment and booking systems for trips and parent’s evenings are accessed remotely.**  **Clear expectations that staff respond to parental communication promptly by telephone or email.**    **2x a monthly newsletters ensure information is relayed to parents in a timely manner.**  **Weekly contact during Lockdown through Google meet and pone contact.**  **Consistent use of whole school homework with IXL ad Google classroom.**  **Communication has been regular from the IAB to parents and to the school website.**  **Local Governing Body has been in place since January 2021. There is a clerk to the Governors employed to support the governing body.** | **The website continues to evolve. It is reflecting the curriculum and ethos of the school more accurately.**  **The increased strength within the school admin team has supported improved communication to parents in addition to the technical systems implemented to improve school systems.**  **All staff have responsibility to communicate professionally and clearly with parents.**  **Improvements in the newsletter have provided a clear overview of the school curriculum and the Catholic mission of the school. This is hared with the Governors and church community.**  **The quality of educational provision during Lockdown was reviewed twice by OFSTED as effective. (Nov 2020/ Feb 2021.)**  **Confidence in the leadership of the school has developed and there is now a Local Governing Body in place with 2 parent Governors appointed in addition to others.** | **Regular website updates and review to ensure that details are current.**  **Plan school meeting for all parents to deliver school curriculum plan and improvement vision in line with COVID guidance.**  **Information is shared that includes the pupil and staff voice sharing and celebrating the learning and school experience.**  **Ensure any episodes of self-isolation are fully supported and communication continues to ensure effective education when needed.** |
| **Middle leaders have the knowledge and skills needed to affect improvements in their areas of responsibility** | **All staff have subject leadership responsibilities**  **Implementation of new curriculum topics that are cross curricular and link with Literacy.**  **Purchase of Cornerstones to support and enrich the curriculum.**  **Planned, regular subject release time to ensure staff have an understanding of their areas across the school.**  **The introduction of Maths Mastery and Powermaths scheme to improve standards in maths across the school.**  **School working with the Jurassic Maths Hub.**  **Staff training in Powermaths scheme.**  **Staff training in the development and use of knowledge organisers to support pupil learning and subject leadership.**  **Staff INSET to develop a knowledge engaged curriculum with a clear intent, progression and impact.**  **Purchase and implementation of new schemes of work in ICT, Design technology, PE and games and MFL.** | **Staff have a developing understanding of their need to improve and drive the curriculum experience for pupils.**  **The curriculum has new and inspiring aspects with improved resources and learning experiences for pupils.**  **2 teachers training to become Maths Mastery specialists- improving school capacity to improve.**  **Improving attainment in maths teaching and learning. Increased number of pupils attaining Greater Depth in maths.**  **Staff understanding of curriculum development and specialist curriculum areas has improved.**  **From September a clear, progressive curriculum with writing across the curriculum will be consistently implemented across the school.**  **Teacher knowledge and understanding has been strengthened.** | **Consistent programme of staff training and staff release time to provided opportunities to develop their middle leadership skills.**  **Curriculum topics will be planned and altered on a 2 year basis to ensure the curriculum is always evolving and being enriched.**  **All staff confident in understanding and implementation of Maths mastery teaching.**  **Parent workshops to support parental understanding of maths teaching.**  **Subject themed learning experiences to be planned which include parental and community involvement.**  **Trips and residential experiences to be planned to link with learning.**  **Whole school pupil voice event planned to inform subject action plans and to provide feedback to the governing body.** |
| **Leaders monitor additional funding rigorously and check closely that planned actions are having a positive impact on pupils’ outcomes** | **PP plan in place with a focus upon Forest schools, improving attendance for PP pupils, reading and writing progress for PP pupils.**  **Review of previous plan completed.**  **PP review completed by PP governor and PP book look with PP governor to review progress and plan implementation.**  **Sport Funding plan in place and focused upon long term development of the curriculum and teacher’s skills- Real PE legacy.**  **Review completed with Sports Premium Governor Nov 2020.**  **Enrichment of sports widened to include cycling and Bikeability qualifications for pupils.**  **COVID Catch up Funding plan reviewed and on school website.**  **Intervention training funded for Success at Arithmetic KS 2.**  **Additional funding focused on additional adults to support class based catch up and planned intervention across the school.** | **Attendance improved from below 90% to 96.7 %, inline with peers. Dec 2020.**  **Progress for PP pupils in reading is good, with PP attainment in line with peers in some year groups.**  **Impact of Accelerated Reader upon PP reading progress is good.**  **Forest school’s provision successful and having an impact on pupil wellbeing and attitude to school.**  **Subject lead and TA completed training to deliver new scheme.**  **Resources in place to deliver new scheme with improvements planned over 5 years.**  **Bikeability sessions to be rescheduled due to Lockdown and COVID.**  **Maths Intervention groups in place.**  **Additional adults full time in each class with clear intervention timetables for catch up across the school.**  **SENCO has clear assessment tools to focus on pupils with potential SEND needs.** | **Review all plans including external reviews with Plymouth CAST ESM.**  **Develop Forest School Provision so that there are clear links with the curriculum and Gospel Values.**  **Review Sports plan to ensure that aspects which have been deferred due to Lockdown and COVID are implemented moving forward.**  **Maths intervention to continue and cascade training to other support staff in school.**  **Review future school budgets.**  **Strengthen school SEND capacity with Local Authority support.** |
| **Leaders achieve their plans for the curriculum and promote pupils’ good achievement in all subjects** | **Staff INSET to develop a knowledge engaged curriculum with a clear intent, progression and impact.**  **Curriculum planned with consistent writing sequences for every subject across the curriculum.**  **Knowledge Organisers completed for every new topic for September 2021 completed by subject leaders.** | **Improved topics and pupil experiences across all subjects.** | **All skills progressions and knowledge organisers to be added to the school website.** |
| **The quality of teaching, learning and assessment is consistently strong across all areas of the school** | **Teacher INSET on Rosenshine’s Principles of Instruction to improve teaching and learning.**  **Teaching and learning policy developed with all staff linked to Rosenshine expectations.**  **SLT weekly drop ins to all classes and weekly book looks to monitor learning and standards.**  **Implementation of consistent writing sequence and use of Publishing books.**  **Whole staff training in assessment data.**  **Implementation of No More Marking comparative marking in writing for whole school.**  **Implementation of Powermaths and Powermaths assessments across the school.**  **Implementation of Accelerated Reader to improve reading standards and reading comprehension.**  **Staff training to embed Read Write Inc phonics in KS 1.**  **Streamed daily phonic sessions in KS 1.** | **Improvements evident in pupil work reviewed by SLT book looks and whole school moderation of books in staff meetings.**  **Improved presentation in pupil books, classroom and corridor displays in the school.**  **The school is maintained to a better standard reflecting an improved culture of expectation for staff and pupils.**  **Writing standards are improving, children are proud of their published work.**  **Assessment has improved and additional training has improved accuracy and staff confidence and understanding across all yeargroups.**  **The implementation of new maths scheme and new form of maths teaching is improving standards and pupil engagement with maths.**  **Adoption of new reading system has increased pupil motivation to read and has improved progress. (KS2 average increase in reading age=10 month in 4 calendar months.) Consistent use of new reading books as individual weekly rewards.**  **All KS1 staff completed Read, write Inc training. All pupils in KS1 benefiting from phonic teaching at the appropriate level daily. ( 2020 Phonics score 81%.)** | **Further Staff INSET to improve teaching and learning.**  **Continued focus on SLT monitoring and book looks to maintain standards and expectations.**  **Implementation of new curriculum with writing across all subjects the focus. Further training planned in “The Write Stuff” for all teachers.**  **Consistent implementation of No More Marking assessment tasks from EYFS to YR 6.**  **Additional staff training**  **in maths mastery and continued engagement with support from the Jurassic Maths Hub.**  **Continued improvements to reading stock for all pupils. Establish an agreed reading cannon for all pupils.**  **Maintain training for all KS 1 staff.** |
| **Outside provision in the early years is well resourced to support children’s development in relation to each of the early learning goals** | **Staff completed redevelopment of outdoor provision with themed EYFS areas to support learning.**  **Outdoor learning planned and implemented daily for pupils.**  **Creation of Foundation Unit for EYFS and Yr1 to support lost learning for pupils.** | **Pupil engagement with outdoor learning is very good. Pupil voice tells us that the children in the Foundation Unit enjoy the learning areas and resources.**  **The creation of the Foundation unit has supported the wellbeing of the returning Yr1 pupils and supported a positive beginning for the EYFS pupils.** | **Review and maintain outdoor provision and resources to ensure that equipment enriches all new topics.**  **The Foundation Unit has been successful and will be maintained in Sep 21.** |
| **Trust officers continue to hold senior leaders to account** | **Permanent Headteacher appointed March 2020.**  **Accessibility Plan completed.**  **Governor visits for PP, SEND, RE, English and PE and Games.**  **Termly ESM visits and reports completed by the Headteacher.**  **External support and subject interviews completed with all subject leaders.**  **Adoption of a Local Governing body with parent, staff and foundation governors.**  **Cycle of subject leaders presentation to governors.** | **Weekly mentoring and ESM support has enabled clear plans for improvement to be implemented.**  **Monthly IAB meetings hold SLT to account.**  **Standards have improved in all areas.**  **The Trust have a good awareness of school issues and areas of improvements.**  **2 successful remote OFSTED inspections.**  **Adoption of Local Governing Body indicates good progress with key leadership issues for the school.** | **Review School Improvement Plan with the whole school community.**  **Continued completion of detailed and evaluative ESM report to the ESM and Governors.**  **External support to continue to improve the role and understanding of subject leaders.**  **Continue preparation for full inspection.**  **Full cycle of Governor visits linked to each subject led by subject leaders.**  **Pupil voice presentation to Governors.** |
| ***Improve outcomes for all groups of pupils, including in the early years, by ensuring*** | ***Actions to date*** | ***Impact*** | ***Next steps.*** |
| **Children in the early years attain as well as other children nationally** | **Full review of the EYFS curriculum, all new topics have been implemented and planned. There has been revision of the Literacy and Mathematics curriculum to improve attainment.**  **Additional staff have been added to the Foundation Unit. All Learning Support staff have targeted interventions delivered daily to target pupils.**  **Staff training to embed Read Write Inc phonics in KS 1.**  **Streamed daily phonic sessions in KS 1.**  **Improvements in reading material, 1:1 reading and guided reading.**  **Pupils achieving Good level of development July 2020 70%**  **2021 prediction 80%.** | **Planning improved as have outcomes. There are consistent opportunities for pupils to write for extended periods. The use of Powermaths has improved understanding of number.**  **Target pupils receive daily intervention in English and maths.**  **All KS1 staff completed Read, write Inc training. All pupils in KS1 benefiting from phonic teaching at the appropriate level daily. (2020 Phonics score 81%.)**    **Improving standards so that pupils are in line with their peers nationally.** | **Continue to improve EYFS curriculum and planning. Implement new curriculum teaching sequences across all subjects.**  **Access continued Powermaths training and maths mastery teaching and learning.**  **Review interventions and implement with additional staffing from Sep 2021.**  **Maintain staff training and implement training on Read, Write Inc reading practise.**  **Improving standards so that pupils are in line with their peers nationally.** |
| **Pupils’ progress and attainment are in line with the national figures for reading, writing and mathematics.** | **Improvements in reading material, 1:1 reading and guided reading.**  **Pupils achieving Good level of development July 2020 70%**  **2021 prediction 80%.** | **Improving standards so that pupils are in line with their peers nationally.** | **Improving standards so that pupils are in line with their peers nationally.** |
| ***Improve pupils’ personal development, behaviour and well-being by:*** | ***Actions to date*** | ***Impact*** | ***Next steps*** |
| **Ensuring that teachers capture pupils’ interests by providing them work that motivates them to learn** | **Whole staff INSET and staff meetings to develop teaching sequences for every subject, knowledge progressions and topics for Sep 21.**  **Knowledge Organisers completed for every subject with subject leader oversight.**  **Use of Cornerstones resources to support and enrich the new curriculum topics.** | **New topics and experiences implemented for pupils.**  **Pupil awareness and use of knowledge organisers in every class.** | **Implement new curriculum and progressions.**  **Display on school website.**  **Ensure through SLT reviews consistent use of knowledge organisers and the Book ok knowledge.** |
| **Fostering pupils’ good behaviours and attitudes to learning.** | **New behaviour policy and rewards system in place for whole school.**  **Weekly school-based rewards linked to books and reading.**  **Growth Mindset ethos, vocabulary and lessons for all pupils.** | **Pupil behaviour in school and lessons is good.**  **Pupil responses to book rewards is positive.**  **Response to initial Growth mindset input is positive.** | **Embed behaviour policy and expectations and rewards.**  **Continue to develop and promote Growth Mindset.** |
| ***Improve the quality of teaching, learning and assessment, including in the early years, by ensuring that:*** | ***Actions to date*** | ***Impact*** | ***Next steps*** |
| **Teachers use assessment information to plan activities that build systematically upon what pupils already know, can do and understand** | **Full review of the EYFS curriculum, all new topics have been implemented and planned. There has been revision of the Literacy and Mathematics curriculum to improve attainment.**  **Additional staff have been added to the Foundation Unit. All Learning Support staff have targeted interventions delivered daily to target pupils.**  **Staff completing and implementing No More Marking assessments and pupil tasks.** | **Planning improved as have outcomes. There are consistent opportunities for pupils to write for extended periods. The use of Powermaths has improved understanding of number.**  **Target pupils receive daily intervention in English and maths.**  **There are consistent opportunities for EYFS pupils to write in different genres and for extended periods.** | **Access additional support for EYFS Leader to support assessment and external moderation of judgements.**  **Ensure additional staff are targeted in EYFS**  **Embed extended writing.** |
| **All staff have high expectations of what pupils can achieve, including in the presentation of their work** | **Full review of the EYFS curriculum, all new topics have been implemented and planned. There has been revision of the Literacy and Mathematics curriculum to improve attainment** | **Planning improved as have outcomes. There are consistent opportunities for pupils to write for extended periods.**  **The use of Powermaths has improved understanding of number.** | **Continue to monitor standards of learning and presentation through SLT book looks and staff moderation.** |