**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.** |